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# MEREDITH COLLEGE

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## Union Sentiment in North Carolina During the Civil War

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(One of a group of papers read at the Sixteenth Annual Session of the State Literary and Historical Association at a meeting in the Hall of the House of Representatives in commemoration of the Semi-Centennial of the close of the Civil War, November ninth, 1915.)

Since the beginning of the great European War, we have realized anew how difficult it is to get at the real truth of history, and that most events that bring about profound changes have various elements which are almost impossible to analyze. Facts may be recorded, but motives, causes, purposes—the unseen forces of thought which lie back of all the rest—these are more elusive.

In any country under stress where there is continued unanimity of action it would appear to come from strong social control of thought and conduct, indifference, ignorance, or some colossal danger. An alert and thinking people are in time bound to differ.

As North Carolina has always stood for individualism, and as there was much divergence of thought down to the war, it would be most unusual if the outward Act of Secession in April, 1861, would for long make the minds of all the people run in the same channel, although the sudden shock or social control might for a time, at least, make them appear to do so. One learns to make allowances on both sides for expressions of partisanship and to realize that usually the real conditions are somewhat different from the strongly emotional contentions of either side. For, as in the present great war, any divergence of feeling North or South would have been kept as far as possible within the lines and those in control would try to minimize the divergence.

The horrible blunders of Congress in the administration of the South during the period of reconstruction, which compelled all elements of the people to unite, have largely made us overlook the different state of mind during the war itself.

This paper is based largely on the files of the *Fayetteville Observer* from July, 1853, through December, 1864, and on three large bound volumes of "Hale Papers" from 1850 to 1865. *The Observer* until the outbreak of the war was Whig and strongly Union; during the war it was unfailingly loyal to the Southern cause, and from the election of Governor Vance in 1862 to the close of the war it particularly represented his administration. The paper was one of the ablest in the State and of commanding influence. The private papers comprise a large number of personal letters, many of them confidential, from the most prominent men in the State. So far as known they have never before been read except by the Hale family and at the office of the State Historical Commission. Such material should reflect most unconsciously and therefore accurately the prevailing sentiment of the State. It is an interesting experience in studying a momentous period in history to forget the present and live again with those who are recording and interpreting the events, especially with one who in personality and training looks at life in a large way. Such an interpreter was Edward J. Hale, in the pages of whose paper the past of North Carolina, our country, and the world live again. While going through the files of these papers, the writer most unexpectedly had the pleasure of meeting Mr. Edward J. Hale 2d, of Fayetteville, now United States Minister to Costa Rica. He said that the *Observer* continued to be printed until Johnston's army marched through the town. It was then for a time suspended and the files of the paper hurriedly buried. The private papers have at different times been through fire, water and smoke, so that numbers of them are somewhat difficult to read and the edges burned.

On April 15 of 1861 the *Fayetteville Observer* carried an advertisement from Greensboro—Prospectus of the "Stars and Stripes." This was to be a three-months campaign paper for

the Union, during which it was hoped to reach "the great public ear of the State."<sup>1</sup>

In the same issue there occurred in small type the headline "Sensation Dispatches." Of these Mr. Hale says: "But the oddest part of the affair is that the [*Petersburg*] *Express* should publish this dispatch with such blood and thunder heading just above the 'very latest,' showing that the story was an arrant humbug."<sup>2</sup>

But farther on we find, "The War Commenced!!" "Bombardment of Fort Sumter!!!" The statements at first are hardly credited, then as more and more reports come, Mr. Hale says:

"This is dreadful news. War is a terrible evil. Civil war the worst of all earthly evils. Nothing but dire necessity can justify it. We are too imperfectly advised as yet of the causes to pronounce decidedly whether that necessity existed in this case. Let us wait for something more definite and reliable than the telegraph furnishes. \* \* \*

"Let us wait. And let us wait long before we unite our destinies with those of a people who have ignored us, our interests, feelings, and honor, from first to last. If we should be impelled to separate from the Union, *let us take care of ourselves.*"<sup>3</sup>

In the issue seven days later we are shown the instantaneous and thrilling effect of Lincoln's proclamation calling for seventy-five thousand troops and asking North Carolina to send her quota. To this Governor Ellis replied: "You can get no troops from North Carolina." Mr. Hale in an editorial says: "Will she do it? Ought she to do it? No. No. Not a man can leave her borders upon such an errand, who has not made up his mind to war upon his own home and all that he holds dear in that home. For ourselves we are Southern men and North Carolinians, and at war with those who are at war with the South and North Carolina."<sup>4</sup>

Governor John W. Ellis had on the 17th called a special session of the Legislature to meet on May first; ordered seized the coast forts and the United States arsenal at Fayetteville; and called for volunteers.<sup>5</sup>

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<sup>1</sup>*Fayetteville Observer*, April 15, 1861, p. 2.

<sup>2</sup>*Ibid.*, p. 3.

<sup>3</sup>*Ibid.*, p. 3.

<sup>4</sup>*Ibid.*, April 22, 1861.

<sup>5</sup>Hill, *Young People's History of North Carolina*, p. 271.

*The Observer* quotes an article from the *Raleigh Standard* which shows that the "Unionists" of North Carolina will all stand by the South when it is attacked. This is particularly to be noticed as in February the people had voted against calling a Convention to consider the relations of the State to the Federal Union 47,333 to 46,672 and at the same time had elected eighty-three (83) Union delegates to thirty-seven (37) Disunion delegates in case a Convention was held.<sup>6</sup>

The Legislature on May 1 passed an act providing for an election on May 17 of delegates to a Convention to meet on May 20. The Legislature also voted various measures in preparation for war.<sup>7</sup>

When the Convention met in the Commons Hall at the capitol, one hundred and sixteen delegates were present and four absent. It had as members many of the most influential men in the State.

While a preliminary vote seemed to show forty-nine for the Badger theory of revolution and sixty-six for the Secession ordinance of Craige, the Craige ordinance was finally unanimously adopted.<sup>8</sup> One of the members years afterward wrote: "I remember well that when the act of Secession was consummated the body looked like a sea partly in storm, partly calm, the Secessionists shouting and throwing up their hats and rejoicing, the Conservatives sitting quietly, calm, and depressed."<sup>9</sup> A week later North Carolina joined the Confederacy. Yet even during these early days we find slight references to individual uncertainty or difference of opinion.<sup>10</sup>

While these things were happening in the South, the North, equally thrilled by the firing on Fort Sumter, was for the time seemingly fused into one party and ready to crush, if possible, all opposition to the policy of the government.

This seeming unanimity of opinion North and South, we must remember, was at the beginning of the struggle, when few on either side realized what the actual conflict would mean. That

<sup>6</sup>*North Carolina Manual*, 1913, pp. 1013-1015, 1018, Note 10.

<sup>7</sup>*Senate and House Journals*, 1860-1861.

<sup>8</sup>*Journal of the State Convention*, 1861, pp. 3-17, also *Fayetteville Observer*, May 27, 1861, p. 1.

<sup>9</sup>Holden, *Memoirs*, p. 17.

<sup>10</sup>*Fayetteville Observer*, Jan. 20, 1862, pp. 2-3; Jan. 27, 1862; Feb. 3, 1862, pp. 2-3; Feb. 10, 1862, p. 3.



there was later much divergence in the North is well known; that there would also be honest difference of opinion in the South was also to be expected. These differences were more or less unorganized during the first year or two of the war, though the newspapers by 1862 reflect the tendency to criticism. The independence of the press and its freedom from arrest under both the State and Confederate Constitutions is an important fact to remember.

An example of the conditions developing in the State is shown in a private letter from William J. Yates, editor of the *Charlotte Democrat*, to Mr. Hale, dated August 18, 1862, discussing conditions in Forsyth, in the course of which he says:

"I think, though, it is not best to make some things known to the public at this time; therefore I have refrained from giving information of disaffection in certain localities through my paper. I have not published one-sixteenth part of what I have heard, because I dislike for the public outside of the State to know that we have any tories in the State \* \* \* a large portion of our population is disaffected. The conscript law has cooled the patriotism of many alarmingly, and I know of some who were very patriotic in words before that law went into operation, but who now manifest anything else but the right spirit—they are tired of the war and say they are willing for anything to stop it."

In the summer of 1862 came the biennial election for Governor, the first since the war. There were no regular conventions held and no platforms adopted, but leading newspapers suggested candidates and some county meetings were held. Col. William Johnston, President of the Charlotte and South Carolina Railroad, was the candidate of the Democratic papers, while Col. Zebulon Baird Vance, who had been brought forward by Holden of the *Standard* and supported by the *Observer* and other leading papers, opposed Johnston and was elected by over 30,000 majority.

This election was interpreted by some as unfavorable to the Confederate Government, as Colonel Johnston was a Democrat, while before the war Vance had been a Union man. Some of the Northern papers misinterpreted the election in this way, as some historians have since,<sup>11</sup> but Vance had been in the army

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<sup>11</sup>Fayetteville Observer, Sept. 1, 1862; Dodd, *Jefferson Davis*, p. 283.

from the outbreak of the war and was to show as Governor his loyalty to the State of North Carolina and the South.

All through the following winter the *Observer* reflects the conflicting reports of conditions in the State. In an editorial on the interference of the *Richmond Enquirer* in the affairs of North Carolina Mr. Hale says:

"And yet forsooth these Virginians lecture her upon loyalty and duty; falsely charge her with entertaining a 'plot' to overthrow the government, and insinuate that she has a lurking hope of a restoration or reconstruction of the defunct and despised Union. And one of the high officers of the Confederate Government, whose duties bring him in contact with thousands of North Carolinians, both civilians and soldiers, insolently and falsely calls her 'a damned nest of traitors,' for which, if President Davis has a proper idea of what is due himself and to an insulted State, he will pitch the slanderer out of the office he disgraces."<sup>12</sup>

In the next issue there is an editorial showing how certain newspapers in Virginia, as the *Richmond Enquirer*, and in South Carolina, slander the State, though Mr. Hale admits that they are moved by certain journals in North Carolina itself, "which," as he says, "have no State feeling." Twice during March the *Observer* appeals to the press for the sake of the cause to stop wrangling and making charges of unfaithfulness which are calculated to encourage the enemy as much as a great victory.<sup>13</sup>

We are approaching the summer of 1863, when the discontent was to be organized and find a leader in the editor of the *Raleigh Standard*, W. W. Holden, who had been a power in the political history of the State since about 1850 and had brought forward Vance as a candidate for Governor in 1862.

The history of the State through the war was so largely moulded by these two leaders that their attitude toward the State, the Confederacy and the war should be most carefully studied.

In the biography of Jefferson Davis, written by a brilliant native of North Carolina, the idea is given that Vance and

<sup>12</sup>*Fayetteville Observer*, January 12, 1863, p. 3.

<sup>13</sup>*Ibid.*, March 5, 1863, p. 3; March 26, 1863, p. 3.

Holden worked together in opposing the Confederacy and for peace.<sup>14</sup> As the book was published in 1907 Mr. Dodd's sources were, I assume, the *Official Records of the War of the Rebellion* which contain only Governor Vance's controversies with President Davis. The Vance and the Hale papers had not then been made available for historical purposes. In these sources, many of which were confidential letters written in the stress of the times, the evidence seems irrefutable that Vance and Holden broke with each other in the summer of 1863 over the issue of the Peace meetings, Governor Vance continuing to work for the Southern cause throughout the war.

Before discussing the "Peace Movement" it may be well to say a word about Jefferson Davis and the Confederacy. In a most interesting paper on "A Theory of Jefferson Davis" in the *American Historical Review* for October, 1915, Mr. W. W. Stephenson of Charleston, South Carolina, writing of the central fact of Davis's youth, says:

"\* \* \* He was a boy without a country \* \* \* his was a migratory growth, frequently transplanted<sup>15</sup> \* \* \* The army must to a considerable extent have been his country \* \* \* Long afterward, in his final crisis, Davis failed to appreciate a certain type of man. It was a type in which love of one's community had become a passion. To that type he appeared, in those stern days, to be a monster. To him, apparently, the crushing of that type seemed a matter of course."<sup>16</sup>

Again Mr. Stephenson says:

"Davis at the outset of his career accepted the political theories, the political phraseology, of the States' rights party \* \* \* For fifteen years he had talked one thing while he meant another, talked the constitutional rights of the individual States while what he really meant was the economic interests of a consolidated South. \* \* \* He clung to the phraseology of States' rights as stubbornly even as Rhett, or Stephens, who genuinely believed it. And yet when occasion finally tested him, behind his words, striking through his words, appears something quite different—the Southern Nationalist.<sup>17</sup> \* \* \* The internal history of the Confederacy is largely the battle of these irreconcilable ideals<sup>18</sup> \* \* \* His States' rights

<sup>14</sup>William E. Dodd, *Jefferson Davis*, pp. 283, 301, 337-340.

<sup>15</sup>W. W. Stephenson, "A Theory of Jefferson Davis," in *American Historical Review*, Vol. XXI, pp. 73-74.

<sup>16</sup>*Ibid.*, p. 75.

<sup>17</sup>*Ibid.*, pp. 83-84.

<sup>18</sup>*Ibid.*, p. 87.

phraseology and his long series of centralizing measures appeared to them irreconcilable.<sup>19</sup> \* \* \* He became the prisoner of an illusion."<sup>20</sup>

The able paper on the "Relations Between the Confederate States Government and the Government of North Carolina," given by Judge Montgomery before this Association in 1913, reveals clearly this element in the situation.<sup>21</sup>

Mr. Dodd in writing of the general condition of the Southern Government at the beginning of 1863, says: "The commanders of the troops were at loggerheads; parties and cliques had grown up; and the President was not implicitly trusted by the people."<sup>22</sup>

Between these two forces of the State and the Confederacy stood Vance. On the one side he must safeguard the rights of the Sovereign State of North Carolina which he thought were being threatened, and, on the other, he must hold the State loyal to the Confederacy to which she had pledged her faith.

On June 10th he wrote a private letter to Mr. Hale asking him to come to Raleigh. This is thought to be the beginning of the association of Governor Vance and Mr. Hale, although they knew each other before. In this letter Governor Vance says:

"I wish to talk with you about some matters seriously affecting the *status* of the party which elevated me to office and perhaps the good of the Confederate cause itself, and I hardly wish to put anything I desire to say on paper. I make this request of you, as being more nearly of my *precise stripe* politically—past and present—than any other editor in the State; and as the undisputed organ of the war element of the old Whigs.

"Things are moving here in a manner calculated to give *such a Whig* uneasiness and I desire advice and consultation. I hope to see Mr. Graham this week."

In a letter from Dr. Kemp P. Battle from Raleigh to Mr. Hale, July 3, 1863, he adds this confidential note:

"I am afraid there is growing a split in the Conservative party; e. g. Vance and yourself on one side and on the other those who love to thwart and carp at the Confederate Government and the war."

<sup>19</sup>Stephenson, *Jefferson Davis*, pp. 87-88.

<sup>20</sup>*Ibid.*, pp. 87-88.

<sup>21</sup>Walter A. Montgomery, "Relations Between the Confederate States Government and the Government of North Carolina," *Proceedings North Carolina Literary and Historical Association*, 1913, pp. 35-55.

<sup>22</sup>William E. Dodd, *Jefferson Davis*, p. 299.

In a confidential letter dated July 26, 1863, from Governor Vance to Mr. Hale he says:

"I assure you I am deep'y concerned at the turn things have taken. I asked Mr. Graham, Governor Swain and others to talk to Holden, but it has done little good—he pretends and maybe really is of opinion that four-fifths of the people are ready for reconstruction, and says he is only following the people not leading them—This is not true in fact—he is responsible for half this feeling at least, if it exists; of course the driver sits behind the team and yet may be said to follow his horses.

"I had a long talk with him yesterday—and requested him to say in his paper that he was not my organ on this matter and did not speak my sentiments. He promised to do so. I think it all important that the people should know my sentiments so that should there be a split, he may not be committing to him any persons under the idea that he was my friend, which I think likely accounts for much of his popularity."

During August the letters to Mr. Hale are numerous; practically all of them discuss the growing dissatisfaction in the State. Quotations follow from those of Governor Vance, and a few others.

In a long, closely written letter from P. W. Stanback, Little Mills, August, 1863, he says:

"Times, as you may agree with me, look exceedingly gloomy for us \* \* \* our late reverses seem to have emboldened a few bad spirits among us, they have seized the opportune moment to encourage the disaffection that they know to have existed among the lower classes of our rural population, who (very many at least) have long entertained prejudices against the property holder especially against slave owners, they persistingly regard this war as gotten up for their exclusive benefit that they have no part or interest in it, that the burdens fall unduly heavy upon them, they therefore became greatly dissatisfied with both the exemption and conscription laws especially so with the former as giving to the slave owner immunities and advantages over them on account of their property, this being the case I have held \* \* \* that the [ ] means should have pursued towards them a conciliatory course to lend them as far as practicable a helping hand and this from principle no less than policy."

A letter from Thomas S. Ashe, member of Confederate Congress 1862-1864, Supreme Court Judge 1879-87, dated August



5, 1863, Wadesboro, to Mr. Hale, in which he mentions that he is again to run for Congress and needs advice, and also says:

" \* \* \* but I am really fearful that if we had an armistice we should never be able to get our people to fight again, and that reunion would be the result. \* \* \* But I tell you my dear Sir that I believe that there is a purpose (now latent) on the part of the leaders of the peace movement to carry our State back into the United States. They are just now cautiously feeling their way through these meetings but if our reverses continue, it will not be long before an organized party in the State advocating that measure will assume shape and form, and will be headed by prominent men."

A letter from Governor Vance August 11, 1863, in which he reports a successful visit to President Davis, where they discussed North Carolina affairs and Davis gave Vance authority to do certain things. He then adds:

"I believe however the split with Holden is decreed of the gods—I have made up my mind to it \* \* \* He is for submission, reconstruction or anything else that will put him back under Lincoln and stop the war—and I might add—punish his old friends and co-laborers.

"Pitch into them—cry aloud and spare not—my life, popularity and everything shall go into this contest."

A long confidential eight-page letter from Morganton, August 29, 1863,\* reports at length the disloyalty in the mountain section of the State, and says:

"I know not how it is elsewhere but this part of the State is in a deplorable condition—on the very edge, indeed, of civil strife and butchery. The mountains are full of deserters, who are banded together and emboldened by a disloyal public opinion, which is daily finding expression in popular assemblages and otherwise. All persons are beginning to feel that sense of insecurity which at is once the cause and the effect of internal commotion, and presages a speedy appeal to arms, unless arrested. The root of the whole matter is a deadly hostility to our cause and our government, notwithstanding the specious pretext under which it is sought to be covered up. [Illegible from effects of fire, smoke and water.]

"It is pretended, again, that North Carolina has been put upon and slighted—but how comes it that when the Confederate Government backs down and almost gets on its knees to apologize, these men still

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\*Only the initials V. C. remain of the signature to this letter, but by comparing it with other letters in the collection it seems to have been written by V. C. Barringer, of Concord.

feel affronted and will accept no satisfaction \* \* \* If the grounds of complaint alluded to did not exist, they would find others. Now it seems to me that before we can take the first step toward a cure, we must understand something of the nature of the disease. We must boldly recognize the fact that there are in North Carolina and have been from the start, a considerable body of men—many of them influential—who have been secretly and desperately opposed to our whole movement—who acquiesced in the incipient stages of the revolution only because they could not help themselves—and who today prefer the old Union to the Confederacy. [Illegible from effects of fire and water] last a mass and strength of popular feeling setting in against the Confederacy which is as certain to entail upon us civil war in North Carolina as that the sun is in the heaven—” [He then explains they expect to follow forms of law and elect as many peace men as possible to Congress and also get control of the State Government.]

“The whole thing is managed with a skill and an energy that show the hand of a master schemer.”

The writer expresses the opinion that North Carolina is more liable to change and “to be played upon by sophists and calculators than any of the Confederate States proper except Tennessee.”

As remedies he suggests:

1. The loyal press must discuss the whole question fully before the people.

“Unfortunately we got divided—hotly divided about the Secession of the State in the winter of '61—one side lauding the Old Union and the other side the new Confederacy, when Lincoln's proclamation, like a clap of thunder, startled and united both sides. But it was not, I affirm, a Union based upon any intelligent and heartfelt popular conviction of the truth [Illegible from effects of fire and water]. Attachment to the Union unshaken [Illegible] hear the Confederate Government denounced as we see it daily denounced, is it any wonder that they should feel those attachments rather strengthened and that they have been led into a causeless rebellion? I speak what I know when I say that many persons believe that the Davis government is a more galling tyranny than Lincoln's. I do not mean, of course, that we should give Davis unmixed praise. [Explains that the right of separation should be explained to the people]. Crime and the guilt of crime is associated in the common mind with the hateful names of rebel and traitor. Our people, indeed, no people can sustain long the weight of the conviction that they are incurring every day the punishment due to the darkest deeds known in the catalogue of human crimes. We ought, if we cannot do

better, at least, take the ground assumed by Washington in the contest between England and the colonies, that we are fighting under the *de facto* government of the State, and as such are not guilty, even in the view of the English law of treason. Until something is done to remove this fatal impression, I cannot hope for any permanent good among our people. Let them feel that they are right in morals and in law, and we may hope all things, come though disasters may as thick as blackberries.

2. "But secondly and chiefly, a line ought to be drawn between the friends of Governor Vance and Holden. No true man doubts the integrity or the loyalty of the former—every true man must doubt that of the latter \* \* \* You have no idea of the extent of his circulation. I have found his paper in every nook and corner of the mountains. Now with such a man you cannot mince matters. True wisdom dictates that the sooner you break with him the better—and I believe that if the friends of Governor Vance will boldly and at once shake him off, the State may be saved. Otherwise, unless we have a successful peace, he will wind the State around his fingers as he pleases and snap them in Governor Vance's face.

I have written more than I intended. I am really alarmed for the first time during the war as to the fate of North Carolina. I am ashamed of the figure she is made to cut before her friends and her enemies."

A most interesting letter from Aldert Smedes, St. Mary's School, Raleigh, August 31, 1863, in which he thanks Mr. Hale for his article replying to the *Standard*, and then says:

"But it seems to me that such heavy ordnance as you have used against him is directed at game too small. Holden is not really at the bottom of the disaffection in this State. He is merely the mouthpiece of the discontented, or the vane which shows the direction of the angry currents of popular feeling.

"The principal cause of our present troubles in this State is to be found in the stomach rather than in the heads and hearts of our people. Gentlemen, the great majority of our people cannot buy the necessaries of life at the present enormous prices! Starvation not only stares them in the face, but actually begins to work within them, and we know what a depressing [illegible] influence upon the temper and views of men, enforced hunger produces. People who cannot get enough to eat are in a mood to grumble at everything. What wonder then that they should vent their spleen upon the war, which is the immediate cause of their suffering

"I confess I do not wonder that the patriotism of some waxes cold, and their wrath hot when they look at the state of things around them."



Dr. Smedes then goes on to speak of the rich men who by high prices are extorting money from the poor, and says that they and not Mr. Holden are the worst enemies of the country.

Realizing the alarming condition of affairs, Mr. Hale changes the policy of attack and from minimizing the divergence, in a series of strong editorials beginning August 17th, boldly faces the issue in the open. He says:

"It can no longer be doubted or denied that there is a division in public sentiment in North Carolina—on the one hand a determination to resist subjugation by the Yankee government, and to achieve the independence of the Confederacy; on the other a peace party, as it is falsely called, that would be willing to have independence, but clamors for peace with or without independence."

He says the first are led by Governor Vance and the latter by the *Raleigh Standard*, though it is not so radical as some of its followers.<sup>23</sup>

As these editorials continue Mr. Hale is in receipt of various letters reporting the good effects they are having throughout the State and enclosing new subscriptions to the paper.

That the conditions in the State were critical is shown by a most important "Address of the army to the people of North Carolina" that appeared in the same issue of the *Observer* signed by seven officers, among whom were Colonel Thomas Garrett of Bertie County and Colonel Bryan Grimes of Pitt County. This was an appeal to the people to resist any effort toward factions; it discusses the questions at issue and explains why they should stand together. The appeal goes on to show the danger to the State of these tendencies and that they might lead to civil conflict within the State, as in Maryland, Kentucky and Missouri.<sup>24</sup>

The following independent accounts of a conference between Governor Vance, Governor Graham, Mr. Satterthwaite a member of the Governor's Council and Mr. Holden are especially important as showing the opposite positions held by Vance and Holden:

A letter from Governor Vance to Mr. Hale, September 7, 1863,

<sup>23</sup>*Fayetteville Observer*, August 17, 1863, p. 3.

<sup>24</sup>*Ibid.*, September 7, 1863, p. 4.

from Raleigh, in which he refers to a conference which Mr. Hale could not attend, but Governor Graham and Mr. Satterthwaite did. He read them letters from about thirty leading Whigs of the State, "all concurring in my views of duty."

"We sent for Holden and Governor Graham, talked to him earnestly for three hours. It would do no good—he would agree to nothing and insisted that the meetings should go on and I nor no one else should say a word! Modest proposition truly. I offered to keep silent if he would discourage the meetings—would not agree to it. Governor Graham was clear that I should issue a proclamation, but insisted it should be very mild and cautious. I have accordingly written one which will appear tomorrow, but I do assure you it is not the document my judgment would have dictated, but I yielded to Mr. Graham's better advice. I do not know that I will publish [burnt] unless my friends should think it of sufficient importance. I had prepared a lengthy letter going into the argument of the case fully, but it was thought best to adopt another mode.

"From my many letters and my own knowledge of the men holding these meetings, the metal is very small—I expect the peace men really have a majority to start with but the brains are largely with us \* \* \* I am very hopeful of the contest. [He then suggests the policy Mr. Hale is to pursue toward Holden in his paper.]

"Don't let him deceive you—he is for reconstruction out and out—Write me often—

Many years later Mr. Holden wrote the following account of the conference:

"A short time after this, Governor Graham was invited to Raleigh and I was sent for to come down and meet him at the Governor's mansion. I went down in company with F. E. Satterthwaite, Esquire, of Washington, N. C. Mr. Satterthwaite agreed with me, but took no part in the conversation. Governor Graham and Vance and myself talked for a long time on the state of the country. About that time I was publishing a series of proceedings of peace meetings in various counties. Governor Vance was opposed to them. I told him the people had a right to assemble and express their opinions and petition for redress of grievances, but I did not approve of propositions to return to the Union unconditionally; yet the people who held these meetings were the men who elected him governor. Governor Graham in this respect seemed to concur with me more than Governor Vance.<sup>25</sup> \* \* \* \*

"This was the beginning of the wide separation between Gov-

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<sup>25</sup>Holden, *Memoirs*, p. 24, also pp. 76-77.

ernor Vance and myself which resulted in my opposing him for Governor in 1864, and here I may say, and do say in the most emphatic manner, that I have never questioned his integrity, nor his honor, nor the sincerity of his devotion to his principles, or to the people whose servant he was and is."<sup>26</sup>

Just at this time Raleigh—with a population of between four and five thousand—was thrown into great excitement by a mob which broke up part of the office of the *Raleigh Standard*, while the following morning another destroyed the office of the *State Journal*.<sup>27</sup>

Governor Vance took hold of the situation vigorously and the excitement seemed in a few weeks to have largely subsided. Mr. Holden in a letter to Mr. Hale, October 7th, writes that of course after the mob he could not change his policy, but the height of the excitement over the peace meetings seemed over and in a letter dated October 26th Governor Vance writes: "I receive continued evidence of a better state of feeling in the State." But December 10th in another private letter he says: "But the Holdenites are making every effort to raise a row again. God help us. I fear we are on the eve of another revolution and civil war in the State."

A letter from Governor Vance who has been ill and still not well, dated December 21, 1863, in the course of which he says:

"What would you say to Congress app'g Commrs to treat for peace? Would it do any good North or South? Their terms would not be heard of course and it might help to put down the clamor here. Many of our friends here think it the only way to save North Carolina and I confess I have been somewhat moved by their arguments but am fearful to yield my position on such without good advice. Mr. Graham was much depressed whilst here on the subject, for though we surpressed the resolutions in the caucus, yet there was dissatisfaction among men of whom you would have thought better things. Don't think me faint hearted—I have been sick and quite gloomy."

But the contest was to assume a new form, that of a Convention which was to be made the issue of the State campaign in 1864. To show that Governor Vance felt himself the servant of

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<sup>26</sup>Holden, *Memoirs*, p. 25.

<sup>27</sup>Fayetteville Observer, September 14, 1863, p. 3.

all the people and of the peace movement which he had fought in the State itself, we have his letter to Mr. Hale dated December 30, 1863.

He had written Mr. Dortch as to the propriety of offering terms of peace in Congress. "He saw the President, who was not quite convinced of its propriety, but would consult about it." Governor Vance inclines to think more than ever it could do no harm "and would silence clamor of a certain few in North Carolina or force them to take sides against their country, which most of them are afraid to do while we still have two great armies in the field."

He gives as another reason that the plans are all arranged to advocate a Convention in the spring. This is to test Vance and he is to be beaten if he opposes it. He says: "I want the question narrowed down to *Lincoln or no Lincoln*, and don't intend to fritter away my strength on any minor issue."

A long important letter dated January 16, 1864, from D. K. McRae, who had just returned from discussing affairs at Richmond, expresses the opinion that a party strong in numbers—having an organ not unsuited to the position and determined in purpose has entered upon a plan by which the State at no distant day is to be carried out of the Confederacy." He reports having discussed the matter plainly with President Davis. "I recommended sharp and decisive measures, to wit, the suspension of the writ of Habeas Corpus and the declaration of martial law, the arrest of the most guilty parties and the employment of a sufficient force to carry the laws of Congress into thorough execution."

In a letter from Governor Vance to Mr. Hale, dated January 22, 1864, he writes that many good men are alarmed over the talk, among the disaffected, about losing their liberties as *Habeas Corpus*. He asks Mr. Hale to read some documents sent him which tell of the overthrow of the ballot in Kentucky and the conditions there, so that he may make use of it in his paper to show the disaffected the conditions.

A letter from Governor Vance, February 11, 1864, after discussing the issues, says:

"I make no doubt but the Convention issue will force everything asunder and form a new party—two of them rather. I do not wish

this rupture to be upon any minor issue \* \* \* Let them [the ultra conservatives] abuse Jeff Davis and the Secessionists to their hearts' content, so they will oppose this Convention movement and keep to their duty on the war question, and whilst I would disapprove of all this as vexatious, I hold it would be bad policy to waste my strength by quarreling with them."

Years afterward, in writing of this campaign, Mr. Holden says:

"As a 'peace' man, after July, 1863, I urged that this State alone, or with other Southern States, should negotiate for peace on honorable terms with the general government, as it seemed to be clear that Mr. Davis would not in any event attempt to negotiate; and as it also appeared to be clear that if the war went to its end our subjugation was inevitable. In this I was sustained by a large majority of our people, until Governor Vance's Wilkesboro speech on the 22d day of February, 1864."<sup>28</sup>

During the winter of 1864 various letters were exchanged between President Davis and Governor Vance, in the course of which the Governor urged that peace negotiations be opened with the Federals. President Davis shows the obstacles in the way and also advises him to abandon his policy of conciliation toward the promoters of discontent and set them at defiance. Governor Vance's well known letter to President Davis on *Habeas Corpus* strongly sets forth the discontent in the State, but he says: "Where and when have our people failed you in battle or withheld either their blood or their vast resources?"<sup>29</sup>

As is well known, Holden ran for Governor in opposition to Vance and the campaign was waged into the summer. The files of the *Observer* are missing for some months, but from the official record the vote for Governor was: Vance, 58,065; Holden, 14,471.<sup>30</sup> This strong endorsement of Vance showed that the State would abide by his policies. The peace feeling, as will be seen, continued through the last year of the war, but much of it might be attributed to a realization of the final outcome rather than to Union sentiment.

One more effort for peace was made in November of 1864, when Mr. Poole of Bertie County offered peace resolutions in

<sup>28</sup>Holden, *Memoirs*, pp. 71-72.

<sup>29</sup>Letter of January 8, 1864, quoted in *Fayetteville Observer* May 30, 1864, p. 2.

<sup>30</sup>*North Carolina Manual*, 1913, p. 1000.



the State Senate that five commissioners be elected by the General Assembly to act with others from the other States of the Confederacy as a medium for negotiating a peace with the United States; that they request of President Davis that he arrange for a conference through the medium of these commissioners; that whenever five of the State so act the Governor communicate officially with President Davis.<sup>31</sup>

The *Observer* later has the following special dispatch in regard to Mr. Poole's resolutions:

"The peace resolutions introduced by Mr. Poole of Bertie were tabled in the Senate today 24 to 20. A motion to reconsider was defeated 23 to 22."<sup>32</sup>

Mr. Hale adds: "This result would have been more gratifying if it had been arrived at with some approach to unanimity. That such resolution should have been supported by twenty-two senators is astonishing."<sup>33</sup>

I cannot close without a word for the masterly way in which the State affairs were managed during these years by Governor Vance and his interpreter to the people, Mr. Edward J. Hale. The more the actual conditions are understood the more amazed one is at the marvelous skill these men showed in keeping the outward organization so efficient. Both had been strong Union men, both had continued so until Lincoln's call for troops. Yet when they went with the South neither swerved in his loyalty, but worked with tireless energy and gave all he had of ability and skill to her cause.

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<sup>31</sup>*Fayetteville Observer*, November 28, 1864, p. 3.

<sup>32</sup>*Ibid.*, December 5, 1864, p. 4; December 8, p. 1.

<sup>33</sup>*Ibid.*, December 19, 1864, p. 1.

## Conclusions

1. The vote on the matter of a Convention in February, 1861, indicates that North Carolina was strongly Union down to Lincoln's call for troops, April 15, 1861.

2. The relations between the Confederacy and North Carolina were not cordial; the people felt that the State was distrusted and treated with suspicion. The feeling seemed especially strong against many of the centralizing policies of Jefferson Davis. The extremely complex conditions of affairs between the Confederacy and the State frequently placed Governor Vance in most delicate and trying situations which, with his group of able advisers, he met with great tact, firmness and ability. The evidence from his confidential correspondence with Hale proves conclusively that he was unswervingly loyal to the State and the cause of the South from the call for troops to the close of the war.

3. Granted the right of secession from the Federal Government, it would seem that a Southern State had an equal right to secede from the Confederacy, or to treat separately for peace, although whether it would have been wise to do so is, of course, an open question.

4. That there was deep and widespread dissatisfaction with the war is evident. That there was a strong undercurrent for the Union seems probable. Either side may admire the consistent course of action of one whose fundamental belief differs from his, but who is loyal to the truth as he believes it. As with the loyalists in the Revolutionary War, the Union element in the Civil War may be accorded honesty of conviction and a right to their opinion. Any other course would strike at the basis of the glory of North Carolina's past, whose foundation is the democratic doctrine of the right of the people to self-government and to self-expression of thought.

5. Of a State with such an undercurrent of faction that could subordinate personal feeling and with one hundred and fifteen thousand voters send into the field one hundred and twenty-five thousand (125,000) troops, one can only say, as Daniel Webster did of his own State years ago: She needs no encomium. There she is. Behold her, and judge for yourselves.









# MEREDITH COLLEGE BULLETIN

INAUGURATION NUMBER









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January, 1916

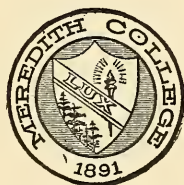
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1915-1916

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# PROGRAM OF INAUGURAL EXERCISES\*

IN THE COLLEGE AUDITORIUM, FEBRUARY THIRD  
AT TEN-THIRTY O'CLOCK

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WESLEY NORWOOD JONES, President Board of Trustees,  
presiding

Organ Prelude

Invocation.

Anthem—"Thy Name, O Lord".....*Saint-Saëns*  
MEREDITH COLLEGE CHOIR.

Address

WILLIAM ALEXANDER WEBB,  
President of Randolph-Macon Woman's College.

Hymn 268—"A Mighty Fortress is Our God".....*Luther*

Presentation of the President

RICHARD TILMAN VANN,  
Secretary of the Board of Education of the Baptist  
State Convention.

Inaugural Address

CHARLES EDWARD BREWER,  
President of Meredith College.

Anthem—"From Thy Love as a Father" (Redemption), *Gounod*  
MEREDITH COLLEGE CHOIR AND WAKE FOREST COLLEGE  
GLEE CLUB.

GREETINGS:

Southern Denominational Schools and Colleges  
WILLIAM LOUIS POTEAT, President of Wake Forest  
College.

Southern Standard Colleges for Women  
MAY LANSFIELD KELLER, Dean of Westhampton College.

Northern Standard Colleges for Women  
BERTHA MAY BOODY, Dean of Radcliffe College.

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\*On account of the date of the inauguration, the *January* BULLETIN could not be published till after February third.

GREETINGS—*Continued.*

North Carolina State Colleges

EDWARD KIDDER GRAHAM, President of the University  
of North Carolina.

The Public School System of North Carolina

JAMES YADKIN JOYNER, State Superintendent of Public  
Instruction.

The Baptist Denomination of North Carolina

JOHN ALEXANDER OATES, President of the Baptist State  
Convention.

The Alumnæ

EDITH TAYLOR EARNSHAW, of the Class of 1905.

The Student Body

MARY OLIVIA PRUETTE, of the Class of 1916.

The Faculty

LEMUEL ELMER McMILLAN FREEMAN, Professor of Bible  
and Philosophy.

College Hymn 935—"Alma Mater".....*Vann*  
Benediction.

Organ Postlude.

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Inaugural Luncheon at 1:30 P. M.

Faculty "At Home," 4:30 to 6:00 P. M.

# INAUGURATION OF THE PRESIDENT OF MEREDITH COLLEGE

WESLEY NORWOOD JONES,

President of the Board of Trustees.

In the year 1899 Hamilton Wright Mabie, in an address at the University of Virginia on Edgar Allan Poe, said, in speaking of the literature of our country, that it had no childhood. He gave as a reason for this statement that we were a young nation, but an old people.

No doubt there are those who will question this statement, and there are others who will say that we have not yet emerged from childhood, so far as our literature is concerned, and will not for many years to come.

However this may be, I have thought of this statement of Mr. Mabie in considering the history of this institution since it was opened in 1899. The College at its beginning started so well, and it has done so well since that time, that I have thought it might be said of the College, as was said of our literature, that it had no childhood.

It may be there are those who will say that the College has not yet emerged from its childhood; but, if so, its friends will have no objection to this. The work of the College has been done so well and it has now such a high place that we are coming more and more to see that what has gone before is but an earnest of the larger things that are to come to the College.

With this vision before us, we are glad to gather here on this occasion to join in these exercises and to take President Brewer's hand and formally lead him to the high place to which he has been called.

Among the ancient Romans it was the custom when a public officer was to be installed, or a public enterprise was to be undertaken, to have the augurs and priests meet on a day set to consult the auspices to see if the signs were favorable and the prospects pleasing for the official or the enterprise, and if so, the announcement of the fact became the crowning act of inauguration day.

We do not have to consult the auspices on this inauguration day to see if the signs are favorable and the prospects pleasing for the duties of this hour. We look to the hills from whence alone cometh our help. We could not have reached this good hour in any other way. What has been done here is not alone the work of men. As we come now to inaugurate President Brewer we feel that we can congratulate him upon the auspicious outlook. We feel confident that under the divine blessing he will have a most successful career as the official head of Meredith College.

I desire at the beginning of these exercises to express to the eminent men and women of the teaching profession of this and other states, and to other friends who have come here to be with us, our most sincere thanks for their presence—that they have taken time to leave their work to come and join with us in this celebration—and we do this cordially and gratefully and heartily.

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### **The Place of the Humanities in a College of Liberal Arts**

WILLIAM ALEXANDER WEBB,

President of Randolph-Macon Woman's College.

"The physical sciences have won their place in the sun. Having won their independence, they now aspire to imperial rule. The scientific method is everywhere being rigidly enforced. Our sympathies with the under-dog lead us to inquire into the state of the older forms of culture which are now passing under a foreign yoke. Literature, philosophy, ethics, and the fine arts existed in prescientific days, and flourished mightily. Each had a discipline and method of its own. Each gathered about itself a band of votaries who loved it for its own sake, and were satisfied with its own rewards. Time was when the philosopher walked in a grove with a group of eager youths who shared his curiosity about the universe. He liked to talk with them about the whence and the whither and the why of everything. They were frankly speculative. They asked questions which they were well aware admitted of no definite and final answer. They disputed with one another for the sheer joy of intellectual conflict. The disputations sharpened their wits, but they 'got no results.' In fact, they were not seeking any results that an efficiency expert could recognize. The free use of their minds was joy enough."

In these words Samuel M. Crothers, in a recent number of the *Atlantic Monthly*, whimsically laments what seems to be the passing of the older disciplines of the college curriculum, and mildly protests against the time spirit of the age that would measure soul growth by other than spiritual measuring rods. But there are other conditions in the field of educational endeavor that also give us pause. In the high schools and colleges one finds a persistent tendency toward substituting professional and vocational training for the study of those subjects which are commonly associated with the conception of a liberal education. Each age has the right to restate its own philosophy of education as well as of life, but before giving up the old and accepting the new it may be well to review and revalue once more the contributions the so-called humanities or liberal studies have made to the cause of learning.

From the time of the Renaissance to the rise of the scientific movement in the middle of the last century the humanities held undisputed sway in the educational thought of all the nations of the West. The term embraced grammar, poetry, rhetoric, and especially the study of the Latin and Greek classics. It was also used to differentiate the secular or humane studies from those directly concerned with theology, which up to the time of the Renaissance had largely dominated medieval education. Historically considered, the humanities were closely identified with the Latin and Greek languages, because they were the instruments and the depositories of the polite learning of the times and their study connoted the ideals of a liberal education which represented the highest attainments of the human spirit in its reaches after culture and refinement. "We call those studies liberal," says Vergerius, a professor in the University of Padua in the fifteenth century, "we call those studies liberal which are worthy of a free man; those studies by which we attain and practice virtue and wisdom; that education which calls forth, trains, and develops those highest gifts of body and mind which ennoble men, and which are rightly judged to rank next in dignity to virtue only. For to a vulgar temper, gain and pleasure are the one aim

of existence; to a lofty nature, moral worth and fame." It was this spirit of enlightenment which Professor Jebb had in mind when he declared: "Italian humanism has a claim on our gratitude even larger and higher than its work for scholarship and for erudition, great and varied as that work was. Europe owes to humanism the creation of a new atmosphere, the diffusion of a new spirit, the initiation of forces hostile to obscuratism, pedantry, and superstition, forces making for intellectual light, for the advance of knowledge in every field, and not merely for freedom, but for something without which freedom itself may be a burden or a curse—the power to comprehend its right limits and to employ it for worthy ends."

It would take us too far afield to follow the history of humanistic studies as they triumphantly progressed from their birthplace in sunny Italy to the great university centers of Paris, Oxford, and Cambridge, and were finally transplanted to the shores of America, where they found congenial resting places in our youthful colleges and universities. In all their journeyings they preserved the true spirit of humanism and by their fruits bore continual witness to the efficacy of the classical languages and literatures in liberalizing the mind of man. But the rise of modern democracy and the rapid application of the methods of modern science to all departments of human endeavor, with the accompanying upheavals in the industrial, social, and commercial activities of life, brought many new and vexing problems to the institutions of higher learning. Allusion has already been made to the fierce conflict waged in the last century between the classical studies and the physical sciences. But after a truce was once declared the classicists shrewdly borrowed the methods of their former antagonists, and the scientists—at least the more open-minded ones—in their turn acknowledged the obligations resting upon them not only to give the individual some adequate knowledge of himself and of the world in which he lives, but also to furnish him with the best possible motives for enlightened citizenship and general culture. No one now denies the place of the physical sciences in any rational scheme of education, and even



the doughtiest champions of the classics willingly recognize the liberalizing influence of the study of the modern languages. With these concessions already made, there was no difficulty in admitting among the constituents of a liberal education history and the various social sciences whose subject-matter is man and human society.

The question of content has been finally settled, and in favor of the newer branches of learning, but this does not mean for a moment that the older subjects have exhausted their usefulness and are no more needed to advance the highest and best interests of education at the present time. The trend of the best thought of the day is to admit all subjects to which man may give his studious attention, the pursuit of which promises to lead to the discovery of new relationships and the creation of new combinations of truth in the infinite realms of knowledge. In widening the scope of studies which may in all good conscience be called liberal, the college has neither surrendered its high prerogative of preparing men and women for leadership, nor has it yielded to the insistent cry of the age for the immediately practical and utilitarian. This newer conception of the humanities, which finds a place for every form of knowledge that tends to open the windows of the mind toward new truth and develop the spiritual nature of the man in harmony with his own highest possibilities, retains all that was vital in the old. It was the spirit of humanism, not its external forms and trappings, that gave worth and significance to its discipline.

And now freely conceding that the studies of a liberal education are by no means to be confined to the narrow and circumscribed boundaries of the classical branches, and cheerfully ascribing intrinsic value to many of the newer subjects, let us return to our original query and ask what particular functions we may expect the humanistic studies to perform in a well-rounded and complete system of liberal education. In any such system the humanities may be relied upon to make two great and lasting contributions to that endless process we call education by means of which the boys and girls of today are

evolved into the men and women of tomorrow. The first of these is unquestionably the opportunity they give to the youth for entering into and enjoying to the full his part of the glorious heritage that has come to him from the accumulated wisdom of all past ages, a birthright which includes the noblest and best of all that men have thought and said and done in the world. The masterpieces of the world's best literature, the record of man's noblest endeavors after truth and righteousness and justice, and the wisdom of the world's greatest philosophers are surely the appropriate means for giving to the college boys and girls of this generation their intellectual and spiritual heritage. Professor Perry of Harvard University has strikingly illustrated the place the historical studies should have in such a scheme of education:

A liberal education should be regarded as the means of introducing the younger generation to its birthright, a sort of visiting the ancestral estate before taking possession. The best example of what I mean is afforded by historical studies, not only history in the usual sense of political history, but history as a record of man's past achievements in art, science, industry, and religion. The study of history in this sense is like pausing on one's journey to take a long look backward, so that one may see the direction of one's way, and realize vividly the place one has reached. And through history, one takes over the past and makes it one's own. One becomes so connected with the past that we can be said to carry it on, or to begin where it leaves off. It is like running a relay race; when one's turn comes, one has to touch the last runner in order to take up the race in his stead, inheriting at the start the advantage that he and others before him have earned. Historical studies are a sort of touching of the past by which one claims one's place in the race, and runs not in the first but in the third or fourth millennium.

But it is man's literary inheritance that we think of most in connection with the studies of the humanities; and here let Senator Lodge speak for us:

In literature are garnered up the thoughts which have moved the world and guided, all unseen, the history of man. Worth more than all the money ever piled up are the happiness, the delights, the help, which literature has brought to the children of men. A purely material existence, a wholly material civilization, are joyless, for it is



only the things of beauty that are joys forever. In literature, in the creations of human imagination, are to be found the men and women, outside the little immediate world of each one of us, whom we know and love best, whom we hate most, whom we constantly discuss. Real men and women die, but the men and women created by the imagination of those who "body forth the forms of things unknown" live always. Ulysses and Hector, Don Quixote and Hamlet, are more real, are better known to us than any men who lived and walked the earth and whose deeds and words fill the pages of history. Think of the friends and companions literature has brought to us, with whom we love to live and wander and dream the hours away. They come in an almost endless procession, bringing with them every emotion, sorrow and anger, love and hate, laughter, humor, adventure. These are the gifts of literature, of the imagination of men of genius endowed with the creative power, from Shakespeare with his world of men and women out and on through all the great literatures of civilized man. \* \* \* When we enter the wide domain of the literature of imagination we find ourselves among the greatest minds which humanity has produced—so great, so different from all others that we are fain to give them a name we cannot define, and call them geniuses. There we are in the company of the poets, the makers, the singers. All are there from the author of the book of Job and the writers of the Psalms and the Song of Songs, onward to the glory that was Greece; onward still to Lucretius and Horace and Catullus and Virgil; onward still to him whom Virgil led, who covered all Italy with his hood; onward to the "chief of organic numbers," and still onward to the poets of the last century and of our own time, for although poetry waxes and wanes it can never pass wholly away. There, too, we find the great poets who were also dramatists, who created the men and women who never lived and will never die.

But man looks before as well as after, and an age as practical as ours is sure to ask some pretty searching questions concerning the so-called practical or vocational aspects of the subjects presented to him in the college curriculum. How can the humanities hope to hold their own unless they promise the training and equipment which will enable their recipients to win wealth and worldly position? And once more let us approach the subject from the historical point of view. Humanism has had little to do with that conception of education which regards the college curriculum as an opportunity for introducing as many technical and professional courses as the callow youth

who have mistaken the purposes of a college education may clamor for. There is one sense, and only one, in which a genuine college course may be regarded as vocational, and that is the sense in which it helps to prepare for life. In this sense all liberal studies are vocational, for they give the students who pursue them conscientiously and successfully the necessary preparation for large and efficient usefulness. And this is the second great contribution the humanities make to the cause of education. In spite of the tremendous vogue which the advocates of narrow vocational training in the colleges are having in some quarters, there are still institutions of higher learning that hold fast to that conception of vocation so powerfully expressed by John Milton, than whom no man had a higher right to speak on this topic: "I call, therefore," he says, "a complete and generous education, that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war." This is the answer of humanism to the perennial question, What is the practical value of a liberal education? and is surely a declaration of principle broad enough for all those who must needs find a definite purpose for serious endeavor in college work.

Some educational adventurers have attempted to darken counsel by insisting that the early American colleges were organized with the express purpose of furnishing the churches which supported them with educated ministers, and were therefore purely vocational and professional in spirit. It is true that these colleges had their foundations laid deep in the religious consciousness of the people, but the real aim of the colleges was not so much to educate men to be ministers, as ministers to be men. The glory of these institutions was that in spite of their narrow curriculums, inadequate facilities, and limited courses, they prepared their students for life, and from their portals came not only the leaders in law, medicine, and theology, but also that little company of statesmen who laid deep and strong the foundations of the Republic. It is the high privilege of the college of liberal arts of the present day to

continue these traditions of the past, in the firm conviction "that spiritual and ideal values are of supreme rank in the make-up of reality, and that these values are most adequately expressed in the great or classic achievements of humanity in literature and art, especially literature. This thought gives direction to the whole modern conception of liberal studies and goes back to the sharply drawn distinction made by Aristotle between a liberal education as an end in itself and a mechanical or professional training as a means for practical ends beyond itself. The very word "liberal" pointed to this fundamental idea of liberty: freedom from the servile grind of the slave on the one hand and the liberty to choose one's life work on the other.

Many institutions are encouraging premature specialization by giving students an exaggerated idea of the necessity of an early selection of those studies which will bear directly upon their after career. A narrow utilitarianism may defeat its own ends. Whatever may be the purpose of the advocates of these views, they place the emphasis upon the material side of life, and thus, wittingly or unwittingly, dull the keen edge of intellectual and spiritual appreciation. I have no particular quarrel with the bread-and-butter courses of the colleges nor with the canning, corn, and pig clubs of the high schools, but I do insist that these things cannot be substituted for the realities of education without lasting hurt. Such courses, I am willing to admit, do connect with life, but with a life that is easiest interpreted in terms of earning a livelihood. "We have," says Grant Showerman, "too many teachers of thin and narrow quality; too many preachers whose intellectual deficiencies are such as to neutralize the effect of earnest and self-sacrificing character; too many lawyers who took the short cut to a professional career, and are uncultivated and slovenly in thought, speech, and intellectual habit; too many physicians whose growth is stunted because their intellectual roots are not set deep enough. In all these and other professions the fullness of power that marks the master-personality has not been attainable because of deficiency in general cultivation. The

immediate object of the individual has been realized, but at the expense of the potential total; the good enough has been the enemy of the best."

All studies are not of equal educational value, and this much the parents and students who look to us for educational guidance have a right to know. Man cannot live by bread alone. The final test of a college education is not the skill its graduates manifest in acquiring the good things of life after leaving the college halls, though many people act as if they thought so. They are always emphasizing the necessity of increasing the wage-earning capacity of the individual. They are forever contending that education must connect with life; but they mean by this the life of the body rather than of the spirit. They forget they cannot apply the standards of the marketplace to the evaluation of mental and moral effort. They overlook the fact that there is a great gulf fixed between that conception of education which makes man a mere cog in the vast machinery of our material life and that which regards him as a spiritual being looking before and after and capable of development in a spiritual environment. Perhaps we may not all be able to rise to the high argument of Emerson's idealism, but what a splendid thing it would be if we could:

You will hear every day the maxims of a low prudence. You will hear that the first duty is to get land and money, place and name. "What is this Truth you seek, what is this Beauty?" men will ask, with derision. If, nevertheless, God has called any of you to explore truth and beauty, be bold, be firm, be true. When you shall say, "As others do, so will I: I renounce, I am sorry for it, my early visions; I must eat the good of the land, and let learning and romantic expectations go until a more convenient season"—then dies the man in you; then once more perish the buds of art, and poetry, and science, as they have died already in a thousand thousand men. The hour of that choice is the crisis of your history; and see that you hold yourself fast by the intellect. \* \* \* Why should you renounce your right to traverse the star-lit deserts of truth, for the premature comforts of an acre, house, and barn? Truth also has its roof, and bed, and board. Make yourself necessary to the world, and mankind will give you bread, and if not store of it, yet such as shall not take away your property in all men's possessions, in all men's affections, in art, in nature, and in hope.



The antithesis between the material and the spiritual is as old as life itself. It has divided men in two opposite camps in all ages of the world's history. The Master found the controversy acute in his day, and, without minimizing the value and significance of material things, stated once for all that life is more than meat and the body than raiment. The antithesis can only be resolved when we are willing to place the emphasis not upon the immediately useful and practical, but upon the more remote aims which include the whole circle of man's spiritual nature. To induct the choice youth of each generation into the possession of the great spiritual treasures of the race and to prepare them for entering intelligently and conscientiously into the highest of all vocations, the vocation of becoming such men and women as God intended them to be, these are the services which the study of the humanities has rendered in the past and will continue to render in the future.

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### **Presentation of the President**

RICHARD TILMAN VANN,

Secretary of the Board of Education of the Baptist State Convention.

When the death of the brilliant Duggan some years ago had vacated the chair of chemistry in Wake Forest College, President Taylor, after mature reflection, with characteristic insight and foresight, recommended for that position a young graduate of the college who had just passed his twenty-second birthday. This choice was ratified by the trustees, though not without some misgivings. Some time afterwards, when the office of dean was created there, those same trustees promptly selected that professor of chemistry to fill the new position. And when the occasion arose last year, the voice of the trustees of Meredith College and of the vast Baptist host throughout the State, with commanding unanimity, called that same man to the presidency of this institution.

He attained notable success as professor and as dean, and, with the blessing of God, he will achieve yet higher things as president.

Ladies and gentlemen, I am greatly honored and very happy in the privilege of presenting him now—Dr. Charles Edward Brewer.

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### **The Relations and Obligations of the Christian College**

CHARLES EDWARD BREWER,

President of Meredith College.

I wish, first of all, to acknowledge my indebtedness to a host of friends whose partiality has placed me in this position of honor and trust and has made my coming and my adjustment to new conditions so easy and joyous. To the trustees who called me to the position and have given me sympathy unstinted; to the faculty who have received me with loyal and generous cordiality; to the students who have responded with abounding good-will and enthusiasm; to the alumnae and friends of the institution—an host almost without number—who have pledged complete coöperation: to all I return grateful thanks. And to God who put it into the hearts of His servants to plant this institution and who has added His unfailing blessing throughout the years we offer praises and thanksgiving.

Many misgivings have made me quake in view of the tremendous responsibility here assumed. The greatness of the task and my inexperience in this sort of work are the two considerations that have made me pause on the threshold. On the contrary, the possibilities of the position, together with the devotion of friends, hearten me for the undertaking.

I feel that I am coming to an institution that has passed the experimental stage and has demonstrated not only its right but its duty to live. Some one has said: "The reward of one duty is the power to fulfill another." Just so the very successes of Meredith College place it under multiplied obligations to prove worthy of the favor that has been bestowed on it. To what extent we are indebted to the former president for the record made here, eternity alone can determine. Acting on the expressed wish of the denomination to have a college of high grade for our young women, the traditions and

ideals of Meredith College have been established in right directions. This has been done in spite of protests that the institution's entrance requirements were too high to connect with our high schools, that its curriculum was too rigid, and that it was not meeting the needs of its constituency. President Vann and his associates have nevertheless maintained a high standard here in the conviction that in this way they could best serve their generation. The wisdom of the course pursued has been thoroughly demonstrated, and a grateful denomination and an admiring public give due acknowledgment to these sturdy workers in the field of education.

The Baptist denomination, in common with all other agencies, was tardy in its recognition of the claims of our young women for training. At first there seemed to be, if not a prejudice against the education of women, at least a feeling that such training was either unnecessary or positively hurtful. The man of sober judgment asked, "Who will cook our food if our women learn philosophy?" The sentimentalist wanted her to be free from intellectual bondage and to continue as a clinging vine upon her stalwart brother. But even in early times, when it was difficult to teach boys and girls in the same school, owing to the feeling against the propriety of such a course, men were found who were willing to suffer any sort of inconvenience in order to provide instruction for young women, and young women were just as determined to receive it. In many cases the noon hour was reserved for the "misses." At least in one school special classes for them met from five to seven o'clock in the morning, while their brothers, after a late morning nap and a steaming breakfast came to classes several hours later. It is interesting to note that Harvard was opened for young men in 1638, while the first college for young women was available in 1821. The University of North Carolina began its work in 1795, while the Normal and Industrial College for women was not opened till 1892. Wake Forest College started its career of blessing for our boys in 1834, while our Convention waited till 1899 to open the doors of Meredith for our girls.

But notwithstanding the delay, notwithstanding the difficulties that were encountered, Meredith College stands forth today a fact for which we all rejoice.

There are three statements to be made, which, I think, you will accept without discussion.

First, Meredith College is a Christian institution, founded, fostered, and controlled by the Baptists of North Carolina.

Second, It has advantages in being a small college, providing a satisfactory college life and making possible intimate and sympathetic personal touch between teacher and student.

Third, It is doing high grade work, giving young women opportunities of the same grade as are offered young men in the standard colleges of the State.

If we accept these propositions then it will be interesting to consider for a few moments in outline some of its relations to its environment. First of all I mention the relation of Meredith College to the Baptist State Convention. The Baptist State Convention in its session at Greensboro in 1895 authorized a board of trustees to devise ways and means for the establishment of such an institution; it has given moral and financial support to every effort that has been made for patronage and equipment, and it has authority to endorse or reject recommendations for membership on its board of trustees.

Several gratifying results have followed from this vital connection between Convention and College. There has been unbroken sympathy between the two organizations, parent and child having a genuine affection for each other. The Convention has rejoiced over every evidence of widening power and popularity that has come to the College and has aided it in every possible way. The College has found delight in every achievement of the Convention and has gladly coöperated with it.

This connection between our College and our Convention may well be regarded as of mutual advantage. To the College, in addition to what has already been said, it supplies a motive and gives point and purpose to the efforts here made to serve humanity. Efforts are put forth along definite lines and through



recognized channels. This relation, be it remembered, does not hinder the institution or interfere in the least with courses of study or methods of study so long as we adhere to the truth, and so long as we send forth a worthy product. The Convention in return is helped in having its young women trained not only for community service, but for Christian service as well. In the vast majority of cases students return to their homes and to their tasks sane, sensible, genuinely Christian, fellow helpers to the truth. These young women have an attitude that is sincere yet generous—a view that is as broad as their conception of right and as deep as their conviction of duty.

Another relation that needs to be considered is that between Meredith College and other colleges. Such institutions naturally divide themselves into two classes—private institutions and public institutions. By private institution is meant one that is not even in part supported by taxation. With all private institutions we can sympathize in a special manner because of the common necessity of providing for our own support, either through endowments secured or through fees collected, usually through a combination of the two. It is generally conceded, I think, that it is impracticable to collect from students fees of sufficient proportions to provide for all the necessary expenses of a high grade college. The necessity for endowment is a universal experience. A campaign for endowment is fraught with many difficulties, but those institutions that have engaged in such campaigns have discovered that though there are many disappointments, there are, at the same time, many compensations. In addition to the money realized, there is the discovery of a clientele, of a unification and organization of all coöperating forces, of increased enthusiasm and momentum acquired from such a struggle carried to a successful issue.

To the State colleges it is easy, also, to find ground for showing becoming courtesy. While they do not have to worry as other institutions do over the question of support, like the rest of us they have to satisfy their constituency—a constituency that is more varied in its needs and more exacting, if possible, in its demands than that that gathers around a pri-

vate institution. They have to meet and master so far as they can the two conflicting problems of supplying needs of almost infinite variety and at the same time offering equal opportunities to all.

There is no necessary antagonism between institutions of learning. On the contrary, when properly distributed and adjusted they are of mutual assistance. In addition to the stimulus received through healthy competition, each can serve the other by making definite and distinguishing contributions to the cause of education. The baneful effects of inbreeding, as it is called, the fatal results following an exclusive employment of teachers in an institution who are at the same time its graduates without further training, have long been recognized. What happens to the individual institution in such a case will occur in connection with any system of schools that has a monopoly. Methods and curricula first become uniform, then ideals are crystallized and hence unchanging, finally fossilization is the inevitable result. The only hope for the private school, for the denominational system, and for the State system, is for each to adopt a policy that will not only make it possible for others to live, but will make it possible for them to flourish. In North Carolina the two most important types of institutions of higher education are denominational colleges and State institutions. The State has no intention of abandoning this field of labor, and every loyal son of the Commonwealth heartily endorses this attitude. On the other hand, the State cannot afford to pursue a policy that would make it necessary for the denominations to abandon their institutions, and we cannot for a moment believe that such a course would be approved even by the most ardent friends of the State schools. The private schools influence for good the whole State system directly and indirectly. Their influence is direct through the teachers and administrative officers trained by the institutions that are distinctively Christian. It is indirect in the legitimate and wholesome competition for patronage and equipment which is in reality needed for growth. It will thus be seen that each institution has its own task and therefore its own mission. Happy

for each if it find its task and at the same time make it easy for others to do likewise.

It must not be forgotten that the first duty of a college is to its patrons. There may or may not be success in other lines, there may or may not be harmony with other institutions, but there *must* be a worthy record for giving excellent training. The college must win the well-grounded respect and the abiding love of its students. This is true because it is but simple justice to give them an adequate return for their investment; it is true because an institution of learning, like every other enterprise, is judged by its product; it is true because it is the only guarantee of the institution's perpetuity.

In meeting this obligation several considerations will claim attention. The first of these is the health of the students. I mention this first because I regard it as of prime importance. It is as unwise as it is unnecessary to acquire college training at the expense of health, but to secure the one and preserve the other requires the best attention of both the student and the college authorities. There must be provided, of course, wholesome food, proper exercise and recreation, healthful hours, and study in rational proportions; but these must be assisted and made effective by a generous and an ingenuous attitude on the part of the student. There was a time when people thought of college students as anemic specimens of humanity—it was considered a necessary condition of their life—it was the price they paid for learning—it was the infallible sign of their calling. But this has all changed, and we now look for increased vitality in college students. Failing to discover it, we look for an explanation, and usually find it in some lack of proportion between work and recreation.

Our obligations to our students will be met in part, also, by providing for them a sane college life. The term college life includes those activities in which the students themselves take the initiative. All distinctively student activities, such as athletics, entertainments, certain religious organizations, student government, and various forms of social life, are included. We must admit that this part of one's training is attended with

more or less of danger. It is the time when the usual restraints are for a while removed, when the necessity for observing conventionalities is not so pressing and freedom of choice is more extended. It is the time when one is tempted not only to pursue a questionable course, but to go to excess in an otherwise legitimate exercise.

But notwithstanding this danger, the importance of college life must not be overlooked. It is in such activities that students really begin to apply the lessons learned in the classroom. It is because the usual restraint is removed that they have the opportunity of acquiring *self*-restraint. It is because they may choose between several courses of conduct that they gain self-confidence and power of initiative. It is because in any spirited contest they may for a moment show unworthy temper that they may also finally win poise and self-control. It is because of the possibility of making mistakes and having to accept the penalty of their follies that they develop moral courage and intensify their convictions of right.

In college life are formed, also, friendships that last for a lifetime. Such friendships between student and professor, between student and student, cannot grow freely in the atmosphere of the classroom. The atmosphere of the classroom is too confined, the purpose of the class exercise too definite, the points of contact are too limited, to provide generously for the formation of friendships. The campus, the dormitory, the playground, the society hall and the parlor furnish a freer environment, a wider horizon, a more potent contact, and therefore are more favorable for the growth of these attachments.

Closely identified with this advantage to the student in college life is that of preparing for leadership. "Knowledge is power" is one of the fatal half-truths that have gained currency with us. Knowledge is power only when it is applied to the solution of the problems of life. It is of little value unless it makes it easy for one to coöperate with his fellows in the various enterprises of the home, the church, the school, the farm, the factory. It is of little value unless, to use a

colloquialism, it aids one in "getting on" with associates. College life furnishes a most excellent opportunity for acquiring facility in this important art. The social event, the dramatic entertainment, exercises in the literary societies, committee service, service as editors of college publications, afford most excellent opportunities for extending the range of one's powers. Many valuable lessons are learned from these activities. How to approach people successfully and to judge human nature with precision, how to lose gracefully in a contest or to win becomingly, how to receive approval modestly and to endure discouragement bravely—in a word, how to keep one's poise under the greatest diversity of conditions.

Since college life is so important and makes so large a contribution to the development of students, no institution can afford to neglect it.

In meeting our obligations to our students we must have a view also to providing the best possible instruction. To this end equipment is needed, of course, but it is far more important to have teachers of the right sort. Teachers can in a measure make up for poor equipment, but no amount of equipment can atone for poor teaching. The teacher's influence operates not only in the classroom, but on the campus as well; not only during the recitation period, but for the seven days in each week; not only in the special subject she is teaching, but in her attitude toward all the relations of life. Scholarship is absolutely essential, but so is character. As another expresses it: "The college days are a stormful and stressful period in the life of youth. Better were it a thousand times that a student should receive the influence of a sane, well-poised, simple-hearted, genuinely Christian teacher, even though not so brilliant, and become a good and useful Christian, than that he should sit at the feet of the brightest rationalist and become an infidel. This is not a plea for poor teaching, nor an admission that fervent Christian faith and piety and good teaching are alternatives. Far from it, the best teaching and the best faith go hand in hand."



In this connection it would be well to inquire what, after all, is the real purpose of education. All will agree that the real object of education is not culture. That is one of the incidents of education. The object of education is not increased mental acumen. That is one of the tools placed by education in one's hand to be used for good or evil. Again, the object of education is not to enable one to make a living. It is questionable if mere existence is, after all, a blessing. The object of education is the development of character—the highest form of character, which is Christian character worked out in Christian service. Such an education as is here contemplated will include culture and mental acumen, and will inevitably make it possible to secure a living; but it will do far more. It will sanctify culture. It will consecrate the multiplied powers of the mind. It will help make a life. It will add motive to life that will send one out to be of unselfish service to God and humanity.

To secure such results as these is the ideal of Meredith College. More than this could scarcely be expected. Less than this it would be unworthy of the institution to undertake. We may not be able to make it a large institution, but, large or small, we can hope to see it maintain the respect of all and the love of many.

While institutions of learning never become rich in the sense that they have surplus capital, we can hope for a wealth of affection together with an increase of endowment and equipment adequate for our needs, and we pledge to all, benefactors and beneficiaries alike, a sacred adherence to the purposes and conditions of each gift.

I appeal to all friends of the institution, to all, indeed, who love humanity, for continued sympathy and coöperation in the great task here assumed; for assistance in extending the limits of its influence, for increasing the number of its constituents, and in multiplying its opportunities for service; for dormitories in which to care for a growing patronage and for equipment with which to give the best instruction; for endowment that is demanded in order to enlarge and hold a faculty required for such a developing institution as this.

My prayer to our Heavenly Father on behalf of all who have a part in this task is for strength with which to labor; for vision with which to plan; for courage with which to undertake; for a faith that never falters; for a hope that never goes out; for a love unfailing; and to Him shall be the praise through Jesus Christ our Lord.



# GREETINGS

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## Southern Denominational Schools and Colleges

WILLIAM LOUIS POTEAT,  
President of Wake Forest College

Lately returned from a meeting of the Southern Baptist Education Association, where I met the representatives of twenty-one colleges in seventeen states, I know something of their problems and ideals, their coöperative spirit in the achievement of a common high purpose. I bear no official commission from them, nor from the larger group of which they are an important section, but I hope that I may in some sense speak for them today.

Why *southern* denominational colleges? In our reunited country, in its solidarity of economic interest, in the currents of reciprocal sentiment and ideas which flow through and over all boundaries, is the South recognizable now as a section of our common country? Yes. It is recognizable by two unmistakable marks—the backwardness of its educational provision and its relative poverty. But a boundless hope is astir in both, and backwardness is already catching at the skirts of leadership and the fiber which has been toughened in an honorable poverty is now ready for the tasks of an unexampled prosperity. Just here emerge the responsibility and opportunity of the southern college to fly the banners of the new citizenship—efficiency, coöperation, and service. These southern institutions salute you eagerly today and, with an enthusiasm which is the foretoken of triumph, at once turn to point you to their field and yours. ‘See?’ they seem to say. ‘See!’

Why *denominational* colleges of the South? The first duty of any college, as you have so well said, is to its students. It is not a research laboratory to extend the boundaries of human knowledge, but a school of life which uses knowledge to enhance life, to enrich and guide life. And life for its students is a network of personal relations, which are moral rather than intellectual. Of course, the mind must be awakened by the vision of goodness, of truth and of beauty. It must be fed with ideas

and strengthened by activity, naturalized in the world of intellect. But intellectual discipline and store of ideas, a widened horizon and the fellowships of learning are not life, but the apparatus of life. Life itself is harmony of moral relationships. And the student has ground of complaint against his *Alma Mater* if she does not lead him into a firm grasp of the great moral principles that rule life, if she does not give to these principles validity and energy in a deep spiritual allegiance to Jesus Christ. This is precisely the distinctive contribution of the denominational college to society and the State.

Again, Mr. President, I see scores of eager hands extended in salutation, then turning with unanimous gesture pointing to their field and yours. "See!" they seem to say.

In the name of the denominational colleges of the South, I felicitate you on the land of promise which they show you today. In my own particular, peculiar and private name, I congratulate *them* together with the goodly fellowship and constituency of Meredith, on the new General of Division who today takes his place among them, enclosing, as he does, in one pink skin, firmness and geniality, a microscopic care and a cosmic vision, fidelity and initiative, specialism and culture, humility of spirit and a victorious faith.

May I remind you, sir, that in the religious rites and ceremonies of the coronation of the Mikado, he humbles himself before the Mirror, the Jewel, and the Sword, the sacred trinity bequeathed by the founder of the imperial dynasty? The Mirror says to him, "Know thyself"; the Jewel, "Enlighten thyself"; the Sword, "Be brave."

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### Greetings from the Standard Women's Colleges of the South

MAY LANSFIELD KELLER,

Dean of Westhampton College, Virginia

It gives me great pleasure to be present with you today on this most auspicious occasion for the purpose of extending to your new President greetings from the standard women's colleges of the South. Though these are but few in number, nevertheless

the sum of their good wishes makes up in abundance for the lack of quantity, and very gladly do they extend to you the hand of welcome.

You come, President Brewer, to a college the faculty of which is widely known for its liberal views and for its intellectual honesty and integrity. Throughout the Southland, through the work of standardization so ably carried on by Miss Colton, its representative in the Southern Association of College Women; through its *Bulletins*; and through the standing of its faculty and *alumnæ*, Meredith College is known and respected.

Educational facilities in the South are growing everywhere by leaps and bounds; in the recent report of the Commissioner of Education, Mr. Claxton states "that the per cent of illiteracy among the white children of the Southern States between the ages of ten and twenty is less than half that of fourteen years ago. The figures are eloquent of earnest, persistent, effective endeavor and of hope for the future. The figures for the reduction of illiteracy among the colored children between these ages would be still more astounding. Within these fourteen years also the expenditure for public schools has increased from \$23,000,000 to \$82,000,000, an increase of 256 per cent, while the value of public school property has had an increase of 337 per cent." This remarkable progress is most noticeable in the high schools, the logical feeders of Southern colleges, so that never in the entire history of the South has an incoming president faced a more promising outlook for the growth and prosperity of his college.

It is evident that we stand at the parting of the ways; the beginning of a new era in education is at hand, and with this prosperity and success comes a danger, and a most subtle one at that. Everywhere we hear the cry not alone for efficiency, but for utility. That is necessary, and England's unpreparedness in the present war has demonstrated the fact that science, as well as the classics, are necessary for an all-round college training. But the college should never so far depart from old traditions as to become a mere training school for money-makers, either men

or women. It becomes, therefore, manifestly not only the duty, but the privilege of the small college to preserve the old-fashioned and, perhaps, even antiquated traditions of learning and culture. I use advisedly here the trite expression, "learning and culture," for the great State universities, with their vast body of students divided among the several different departments of engineering, agriculture, etc., assembled for the avowed purpose of obtaining the largest quantity of knowledge in the least possible portion of time, emphasize utility rather than learning for learning's sake. It is to the small college, then, that we must look for the preservation of that genuine culture that is the product, not of books only, but of contact with nature and scholarly minds, and also of sufficient leisure to assimilate what has been acquired.

You come to such a college, President Brewer, and my message of greeting would be incomplete without mention of your able predecessor, President Vann, who has held such worthy ideals before the students of Meredith College. He is leaving you to take up other educational problems and duties, in the carrying out of which we wish him Godspeed; and once more to you, the new president, I bring every good wish for success and prosperity in the coming years.

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### **Greetings from the State Colleges**

EDWARD KIDDER GRAHAM,

President of the University of North Carolina.

On behalf of the State colleges, I am happy to bring to Meredith College, and to her new president, the greetings and felicitations of whole-hearted comradeship, and congratulations as spontaneous and as affectionate as your gracious generosity—and the proprieties of the occasion—will permit you to accept!

With sure confidence, we bid you Godspeed on this day bright with fresh promise of good fortune for reasons too obvious for careful searching: for your fidelity to those simple tasks of sound teaching that are the main mission of all of us; for cour-

ageously pressing ahead with steady courage to higher standards of scholarship; for the splendid breadth of spirit that has enabled you so finely to interpret your work as a part of a great common cause.

This is the obvious reason that happily makes this occasion quite as much ours as it is yours. You chance to be here in Raleigh, and to be responsible to the Baptist Church, and to be teaching young women; while we happen to live in Greensboro, or Boone, or Chapel Hill, and to be responsible to the State at large, and to be teaching men, perhaps. These are merely the variant but converging lines along which we work; for the saving grace (if you will pardon the expression)—the saving grace of all of our work depends on the insight, vigor, and patient sympathy with which each of us, each in his own place and after his own kind, sees that work as directed toward the common end of the whole, abundant life of the State, and to make that as fully and richly fruitful as may be.

You come to this day of fresh inspiration at a moment singularly rich and wonderful in opportunity to the American college as an institution, and especially so to the Southern college for women. There are many ways in which the college may approach its task; but two ways are fundamental for all of us to master and to reconcile, and because they are fundamental, I never tire of trying to keep them freshly before me. The college must help a man or a woman to master the art of making a good living—justifying existence by productive labor in God's good world of things; and it must help a man or a woman to master the art of living a complete life—justifying existence in God's great world of ideas and ideals. In neither of these aspects of education has Southern opinion given sufficient emphasis to the education of women. Generally speaking, the public is not concerned about the higher education of women, except for those who mean to teach. The colleges themselves, therefore, have, perhaps, not felt able to apply themselves with the high seriousness that the task demanded.

And yet, the home, if I may put the matter in an unqualified word or two, is the clearing house of our whole material and



spiritual income and expenditure. In ninety per cent, I venture to say, of the homes that the students of this college will preside over, the woman in the partnership will spend necessarily over sixty per cent of the total income. In the great economy of making a good living she is quite as important as the man. Our education has not taken sufficient account of this simple fact. We have said with some unction that "woman's place is in the home"—which is at once both a wise, beautiful, and also a very stupid thing to say, unless we realize the fact that the home, and the office, and the store, and the farm are an organic union in the economy of living. The college for women needs to take intelligent account of woman's relation to this great business, and it needs to help her interpret it in terms of large and liberal efficiency. Otherwise it fails.

But the college also fails, and fails tragically, if it does no more than train its students to be efficient in the task of doing a necessary job well, and even accumulating material wealth. Material efficiency would find the means to shape men and women to its sharp and narrow necessities even if liberal colleges did not exist. Indeed, the thought now and then assails us that material efficiency and the passion to "get on" in the world of things is already making it so that the liberal arts cannot exist. But this is a passing phase, and it is still the great function of the college to fix above the essential of making the means to live the supreme necessity of creating the true wealth of life. "There is," as Ruskin says, "no wealth but Life—Life, including all of its powers of love and joy and of admiration." The curriculum of the college represents still the whole treasury of the human race—and it is the unique and sacred privilege of colleges to preserve to mankind through a period when practical efficiency and general material welfare are compelling attention away from certain aspects of culture, to maintain at every hazard the standards of sound scholarship, of learning, of beauty, of truth made visible, too, in daily affairs, and to translate the temporary appetites of hand-to-mouth existence into the durable satisfactions of life.

Here is the opportunity of the college, if it can vitally comprehend it; and to the Southern college for women it is again an opportunity singularly rich and wonderful, for here again public opinion has not taken it as seriously as it should, nor as adequately equipped it for its task.

If our civilization is ever to be what all good men wish it to be, it will be so not through the identity of the function of men and women in doing the work of the world; but through equal opportunity to enjoy and freely exercise their human aspirations for fuller knowledge, keener appreciation, wider and richer service. And because I believe in the equal humanity of women, I believe in equal privileges to them in the humanities, and in their superior opportunity to saturate our life with the curative and liberating influences of the humanities. I do not believe that the sweetness and light of womanhood is necessarily made garish by the sweetness and light of the culture of the race. One may pay homage to a gracious and charming woman, and at the same time pay homage to a more complete womanhood, a greater *humanhood*. I believe, therefore, that the standards of scholarship of the college for women should be as high as those of the college for men; its faculty as well paid and strong; its laboratories as well equipped; its mental demands and discipline as severe; its intent as definite and full of conviction. Such parts of its present curriculum as cannot be interpreted in these terms of creating the ultimate wealth of life should be discarded; but whatever parts may be, should be administered with the sincerity, passion, and power of the eternal verities.

You will understand, Mr. President, that I am not trying to give you advice. You, no doubt, understand these things far better than I. I am trying to emphasize the fact that your colleagues in that part of our joint faculty known as State colleges, though separated from you by greater or less distance, would have you steadily know that we appreciate both the dignity and the difficulty of your task, and we greet you today, not under the impulse of a momentary surge of friendliness, preliminary to a relapse into unsympathetic competition; we greet



you as our colleague, and we come to do unaffected honor to you today, and to pledge to you, through length of days, the co-operation, understanding, and loyal support of men and women who pray that no personal or partial good may obscure the highest good for which we all labor, and without which all our labor is vain. We say this in no perfunctory way, but as our deepest conviction, which we know we must realize in practice before our educational life can be liberated in its full power. We shall rejoice with you in the great days of achievement ahead of you, and we shall sympathize with you in discouragements not less certain to come—and “our hearts in strength of brother’s welcome,” welcome you to the full strength and inspiration that will come from both!

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### **Greetings from the Public School System**

JAMES YADKIN JOYNER,

State Superintendent of Public Instruction.

As the official head of the public school system of North Carolina, I bring greetings to this college on this happy occasion of the inauguration of its new president.

Institutions like this have a distinctive place and work in every wisely organized system of education. They are a valuable contribution of the Christian church to Christian civilization, supplementing the work of the public schools and colleges by emphasizing in the education of their students religious and denominational training as such training could not be legally emphasized in public schools and colleges.

In this age of universal education, which means all sorts of education for all sorts of people for all sorts of useful purposes; in this age of specializing in education, it is well, it is necessary, that we should preserve and foster in our educational system some institutions for specializing in the preparation of trained religious and denominational workers in church, home, and society. As long as the Christian religion and the great distinctive tenets of the Christian denominations are worth pre-

serving and promulgating, the church college for the special training of men and women for the successful promulgation of these by special emphasis upon them in their education will have an important place in every educational system.

In recognition, therefore, of this distinctive place and work of this woman's college of the great Baptist Church of North Carolina in the educational system of the State, as Superintendent of Public Instruction, I bring heartiest assurance from those that I represent of sympathetic coöperation with it as a valued coworker in our common work of educating all our people for the best performance of all the duties of citizenship in all the complex relations of church and home, and State and society.

From this noble institution the public schools of this State have drawn some of their best teachers in the past, and they will expect to draw more in the future.

Mr. President, I congratulate you upon the happy fortune of directing the destiny of a college whose past has been full of honor and of service to church and State, and whose future seems full of promise of larger usefulness and greater service.

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### **The Baptist Denomination of North Carolina**

JOHN ALEXANDER OATES,

President of the Baptist State Convention.

It is a genuine pleasure to bring greetings on this glad occasion from the Baptist people of North Carolina. They would all like to be here, but they just couldn't come. Why, it would take more than fifty miles of passenger trains to bring them here, and forty acres of land to give them good standing room. Besides, there would be somewhat of inconvenience in housing and feeding 268,000 Baptists in this beautiful Capital City. And if they were all together, and should at one time express their great delight at the inauguration of Dr. Brewer, they might get into the toils of the law for having an unlawful assemblage.

And so the committee deemed it wise, I suppose, to let them speak by proxy, for sometimes in a multitude of absentees there is safety. They couldn't all come, but thousands of them are represented materially in these buildings and grounds. And this plant, this faculty, these trustees, this unexcelled student body—they are the soul fruit of the Baptist people of the State. Out of the yearning of this great heart has been born this new child, whose youth abounds in strength, whose face shines with the glory of a heaven-lit soul, and whose vision is bounded only by the purposes of God.

In the climb of the race culture must mean more than quantitative equipment, and even more than talent training; it must be the whole human endowment, at its best in fitness and at its best in service, in ringing out the old and ringing in the new in harmony with the program declared by Him who came among us as the gift and embodiment of love. And this culture, at once the ideal and mission of life, is attained in the highest in a school like this one, where service is the expression of the unit in the collective social order. The denominational college is the truest form of educational institution on earth. There is no lack of democracy; no lack of the cosmopolitan, and there is at the very heart and life of such an institution that which shapes, develops, and preserves the best there is in democracy—for the essence of democracy is found in right relationship, and its greatest exponent was the Master Teacher who taught the one great lesson of relationship. The denominational colleges of North Carolina play no small part in her educational life. More than two-thirds of the students in North Carolina colleges are in private and denominational institutions. It would cost the State more than half a million dollars annually to provide for them. And what a contribution these schools are to everything that makes North Carolina the glorious State that it is, strong at home and honored and influential abroad. Wake Forest educates an individual—Meredith educates a home; the utilitarian and the esthetic are happily blended in her training. The higher education of women seems to have been an after-thought in the world of training, yet, in little more than a cen-

tury the women have come to the front and are contesting with the men for the head of the class. This contest, however, is altogether outside the home; there she is already at the head, though it doesn't always show in the picture.

The chiefest treasure of this good school is the love and loyalty of more than a quarter of a million Baptists. Half these Baptists can not in the nature of the case come here as students, but they can and do love those who do come here.

From the almost midnight darkness in the days of Stringfield to this glad hour, Meredith has been close to our people. The toils and tears builded into this first structure will never be known this side of the judgment.

Dr. Brewer, here in this school you are setting the pace for the home life and the social life and church life of our people; you hold the keys of the future; the women of today are the prophets of tomorrow. Out from these walls shall go the Rachels and Rebekahs, the Ruths and the Annas, the Marys and the Marthas, who shall carry in their lives love and loyalty and patience and fidelity as the virtues that shall yet be woven into the crown that shall adorn the brow of Him who touched with his own hand the shackles that bound womanhood and set the long-time captive free.

This occasion makes the Baptists of North Carolina happy; it makes the trustees and student body happy; and when these exercises are over, Dr. Brewer will be happy.

As I bring this message from the blue hills of the West and the wide fertile fields of the East I give you, in the name of a loving, loyal people, the hand of greeting and invite you into their homes, to sit by their glowing fires, to partake at their laden boards, and to bring their fair daughters into this larger home and fit them as princesses and queens in the Kingdom of God.

**The Alumnae**

EDITH TAYLOR EARNSHAW,

of the Class of 1905.

Would that all the daughters of Meredith were here today to voice in person their greeting! I can fancy just what wistful faces are being turned hither, for as a child away from its mother misses the gentle ministration and loving care, so Meredith's children would fain be again in the shelter of her arms. But this is not to be; many are kept away by the serious business of living (for Meredith teaches her children to live, not merely to exist), continents and oceans separate us from others, while a few have fallen asleep. Since this is true, may we not fancy that all the girls who have ever trod these sacred halls are with us, their voices raised in a great welcoming chorus?

O Meredith, our mother dear,  
To thee we bring our love and praise.  
In fancy as we gather here,  
Upon this hallowed day of days,  
Our voices rise with one consent:  
O hail to thee, our President!

Thy path was long, O Meredith,  
With clouds enveloping the way,  
And through the gloom could scarce be seen  
Thy Star of Hope's undying ray;  
Long since those sable clouds were rent.  
O hail to thee, our President!

Our love for thee, O Meredith,  
Endures throughout the changing years;  
For thee our smiles of joy abound,  
For thee our sympathizing tears,  
With thee our very *lives* are blent.  
O hail to thee, our President!

Our prayer for thee, O Meredith,  
Is not for wealth or worldly store,  
But that thy torch of righteousness  
May light thy pathway more and more—  
That Heaven's richest gifts be sent  
To guide and bless our President!



**The Student Body**

MARY OLIVIA PRUETTE,

Of the Class of 1916.

When I learned that it was to be my happy privilege to bring greetings to you, our new president, today on behalf of the student body, I began at once to seek "fit words" for my task, to "study inventions fine \* \* \* to turn other leaves to see if there would flow some fresh and fruitful showers"; and, I confess it, I even appealed to friends far and near. At last the inspiration came to me, as it did to Sir Philip Sidney when composing his famous sonnet to Stella, to "look in my heart and write."

So I looked in my heart and into the hearts of my fellow-students, and found there genuine admiration, implicit confidence, and deep affection for you, our president. You have inspired this feeling first of all by your personal interest in each of us. Every girl in College feels that you are her personal friend and realizes that your sympathy and understanding assistance are always hers. We have found that you are interested in our academic work, our social life, and, above all, in our moral and religious well-being. This interest in us, and the fact that we have all confidence in its sincerity, and this unusual gift of yours to win the confidence of students will, we believe, continue to build up our college, both as to number of students and as to the standard of its work.

We believe in your power as a leader, we have proof of your ability as a teacher, and we are sure of your qualities as a friend; therefore we come today to tell you of our appreciation, and to pledge to you unreservedly our loyal support and love.

---

**The Faculty**

LEMUEL ELMER McMILLAN FREEMAN,

Professor of Bible and Philosophy.

I am very glad to speak a word of greeting from the faculty of this institution. It is not merely formal, but deeply sincere. As a faculty, we have been most intimately associated with



President Brewer for several months. We have been encouraged by his ideals, inspired by his enthusiasm, and admonished by his patience. His long experience as an educator has fitted him most admirably for his duties as head of this college. And his work here has fully sustained his reputation for poise, tact, and practical wisdom. I may say for the faculty that, even after sufficient trial, we are enthusiastically satisfied.

As a representative of your coworkers, Dr. Brewer, it gives me great pleasure to greet you as our leader, to assure you of our most implicit confidence, and to pledge you our earnest support.













# Meredith College

Raleigh, North Carolina

## Quarterly Bulletin



Seventeenth Catalogue Number

Announcements for 1916-1917







SERIES 9

March, 1916

NUMBER 3

# Meredith College

Raleigh, North Carolina

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# Contents

	PAGE
Calendar .....	9
Calendar for the Year.....	10
Board of Trustees .....	11
Committees of the Trustees.....	12
Officers of Administration and Instruction.....	13
Committees of the Faculty.....	16
Officers of the Alumnæ Association.....	16
Meredith College .....	17
Foundation and Purpose .....	17
Location .....	17
Buildings .....	18
Table Board .....	19
Laboratories .....	19
Library .....	20
General Information .....	21
Religious Life .....	21
Government .....	22
Physical Education .....	22
Hygiene and Care of Sick.....	23
Literary Societies .....	23
Publications .....	24
Lecture Course .....	24
Expenses .....	26
Tuition .....	26
Fees .....	26
Table Board .....	26
Room Rent .....	27
Expenses for the Year in the Literary Course.....	27
Payment of Fees .....	28
Admission Requirements .....	30
Admission to College Classes.....	31
Conditioned Students .....	31
Special Students .....	32
Routine of Entrance .....	32
Definition of Entrance Requirements.....	32
Latin .....	32
French .....	33
German .....	33

## Admission:

Definition of Entrance Requirements:	PAGE
English .....	34
Mathematics .....	38
History .....	38
Science .....	41
Bible .....	42
Requirements for Graduation .....	44
Degrees .....	44
Bachelor of Arts .....	44
Bachelor of Science .....	45
Junior College Diploma .....	45
General Regulations for Academic Work.....	46
Credits .....	46
Reports .....	46
Examinations .....	46
Conditions and Deficiencies .....	46
Outline of Course for the A.B. Degree.....	48
Outline of Course for the B.S. Degree.....	50
Outline of Courses for the Junior College Diplomas.....	51
Schedule of Recitations .....	52
Courses of Instruction .....	53
I. Latin .....	53
II. French .....	54
III. German .....	57
IV. English .....	59
V. Mathematics and Astronomy .....	61
VI. History .....	63
VII. Natural Science .....	65
VIII. Bible and Philosophy .....	67
IX. Education .....	69
X. Home Economics .....	74
School of Art .....	79
Admission and Conditions .....	79
Requirements for Graduation .....	80
Outline of Course for Diploma in Art.....	81
Courses of Instruction .....	83
School of Music .....	87
Faculty .....	87
Aim and Equipment .....	88
Admission to Music Classes.....	88
Literary Requirements .....	88
Musical and Technical Requirements.....	89

School of Music:	PAGE
Conditioned Students .....	91
Irregular Students .....	91
Requirements for Graduation .....	92
Public School Music .....	92
Students' Recitals .....	93
Concerts .....	93
Music Supplies .....	93
Outline of Course for Diploma in School of Music.....	94
Outline of Course for Diploma in Public School Music.....	96
Schedule of Recitations .....	98
Theoretical Courses .....	99
Theory .....	99
Harmony .....	99
Analysis .....	101
History of Music .....	101
Music Pedagogy .....	102
Public School Methods .....	102
Ensemble Playing .....	103
Interpretation Class .....	103
Chorus and Choir Training.....	104
Department of Pianoforte .....	104
Department of Organ .....	105
Department of Violin .....	106
Department of Voice Culture .....	107
Needs of the College .....	109
Register and Summary of College Students.....	111
Register and Summary of Art Students.....	116
Register and Summary of Music Students.....	118
Summary of all Students Taking College Work.....	124
Meredith Academy .....	127
Expenses .....	127
Outline of Course .....	128
Schedule of Recitations .....	129
Courses of Instruction .....	130
Latin .....	130
French .....	130
German .....	131
English .....	131
Mathematics .....	132
History .....	132
Natural Science .....	133

	PAGE
Department of Preparatory Music .....	135
Faculty .....	135
Preparatory Music Course .....	136
Outline of Piano Course .....	136
Outline of Class Work.....	137
Violin .....	137
Primary Music .....	137
Register and Summary of Academy Students.....	139
Register and Summary of Students Taking Preparatory Music Only .....	141
Summary of Students Taking Academy Work or Preparatory Music .....	144

# Calendar

1916

JANUARY							APRIL							JULY							OCTOBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	1	2	3	4	5	6	7	
9	10	11	12	13	14	15	9	10	11	12	13	14	15	9	10	11	12	13	14	15	8	9	10	11	12	13	14	
16	17	18	19	20	21	22	16	17	18	19	20	21	22	16	17	18	19	20	21	22	22	23	24	25	26	27	28	
23	24	25	26	27	28	29	23	24	25	26	27	28	29	23	24	25	26	27	28	29	29	30	31					
30	31						30							30	31													
FEBRUARY							MAY							AUGUST							NOVEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
6	7	8	9	10	11	12	7	8	9	10	11	12	13	6	7	8	9	10	11	12	5	6	7	8	9	10	11	
13	14	15	16	17	18	19	14	15	16	17	18	19	20	13	14	15	16	17	18	19	12	13	14	15	16	17	18	
20	21	22	23	24	25	26	21	22	23	24	25	26	27	20	21	22	23	24	25	26	19	20	21	22	23	24	25	
27	28	29					28	29	30	31				27	28	29	30	31			26	27	28	29	30			
MARCH							JUNE							SEPTEMBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
5	6	7	8	9	10	11	4	5	6	7	8	9	10	3	4	5	6	7	8	9	2	3	4	5	6	7	8	9
12	13	14	15	16	17	18	11	12	13	14	15	16	17	10	11	12	13	14	15	16	10	11	12	13	14	15	16	
19	20	21	22	23	24	25	18	19	20	21	22	23	24	17	18	19	20	21	22	23	17	18	19	20	21	22	23	
26	27	28	29	30	31		25	26	27	28	29	30		24	25	26	27	28	29	30	31	24	25	26	27	28	29	30

1917

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	8	9	10	11	12	13	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	1	2	3	4	5	6
14	15	16	17	18	19	20	8	9	10	11	12	13	14	8	9	10	11	12	13	14	7	8	9	10	11	12	13
21	22	23	24	25	26	27	15	16	17	18	19	20	21	15	16	17	18	19	20	21	14	15	16	17	18	19	20
28	29	30	31				22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27

FEBRUARY							MAY							AUGUST							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	6	7	8	9	10	11	12	5	6	7	8	9	10	11	4	5	6	7	8	9	10
11	12	13	14	15	16	17	13	14	15	16	17	18	19	12	13	14	15	16	17	18	11	12	13	14	15	16	17
18	19	20	21	22	23	24	20	21	22	23	24	25	26	19	20	21	22	23	24	25	18	19	20	21	22	23	24
25	26	27	28				27	28	29	30	31			26	27	28	29	30	31		25	26	27	28	29	30	

MARCH							JUNE							SEPTEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	1	2	3	4	5	6
11	12	13	14	15	16	17	10	11	12	13	14	15	16	9	10	11	12	13	14	15	9	10	11	12	13	14	15
18	19	20	21	22	23	24	17	18	19	20	21	22	23	16	17	18	19	20	21	22	16	17	18	19	20	21	22
25	26	27	28	29	30	31	24	25	26	27	28	29	30	23	24	25	26	27	28	29	23	24	25	26	27	28	29

## Calendar for the Year 1916-1917

Sept. 12. Tuesday	FIRST SEMESTER begins. Preliminary classification of new students.
Sept. 13. Wednesday	MATRICULATION and REGISTRATION of all students.
Sept. 14. Thursday	LECTURES and CLASS WORK begin.
Sept. 30. Saturday	APPLICATIONS for degrees and diplomas for 1917 must be submitted to the Dean.
Nov. 30. Thursday	THANKSGIVING DAY; a holiday.
Dec. 22-Jan. 3.	CHRISTMAS RECESS.
Jan. 4. Thursday	LECTURES and CLASS WORK begin.
Jan. 11-20.	FIRST SEMESTER EXAMINATIONS.
Jan. 20. Saturday	FIRST SEMESTER ends. Matriculation of students.
Jan. 23. Tuesday	MATRICULATION and REGISTRATION of students.
Jan. 24. Wednesday	LECTURES and CLASS WORK of second semester begin.
Feb. 1. Thursday	FOUNDERS' DAY; a half-holiday.
April 10.	TUESDAY AFTER EASTER; a holiday.
May 10-19.	SECOND SEMESTER EXAMINATIONS.
May 18.	STUDENTS must submit to the Dean their schedule of work for 1917-1918.
May 20-22.	COMMENCEMENT.



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†This includes only those members of the faculty offering work toward the A.B. degree. For the faculty of other Schools see pages 79, 87, 127, 135.

§Giving one or more courses toward the A.B. degree.

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SON, FLORIAN ZAJIC; SIX FIRST PRIZES IN THEORETICAL WORK, ROYAL  
CONSERVATORY, BRUSSELS, UNDER F. A. GEVAERT, EDGAR TINEL,  
JOSEPH DUPONT, EMILE HUBERTI, F. W. KUFFERATH,  
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LECTURER IN PLAYGROUND AND RECREATION WORK.

WILLIAM JASPER FERRELL, A.B.,

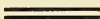
WAKE FOREST COLLEGE, A.B.; STUDENT CORNELL UNIVERSITY.  
BURSAR.

MARGARET FORGEUS, A.B.,

BUCKNELL UNIVERSITY, A.B.; DREXEL INSTITUTE, LIBRARY SCHOOL.  
LIBRARIAN.

GERTRUDE ROYSTER,

GRADUATE OF ST. MARY'S SCHOOL; STATE NORMAL COLLEGE; SPECIAL STUDENT OF  
PHYSICAL TRAINING AT TRINITY COLLEGE, COLUMBIA, AND YALE.  
DIRECTOR OF PHYSICAL EDUCATION.



EMILY CORNELIA BOYD, A.B.,

MEREDITH COLLEGE, A.B.  
SECRETARY TO THE PRESIDENT.

MARGARET JANET MACDONALD,

HOUSEKEEPER FOR MAIN BUILDING.

MRS. JESSIE EARNSHAW,

STEWARDESS FOR EAST BUILDING.

MATTIE WOOD OSBORNE,

STUDENT MEREDITH COLLEGE.  
ASSISTANT STEWARDESS FOR EAST BUILDING.

MRS. OCTAVIA SCARBOROUGH NORWOOD,

NURSE.

AMY LEE CARTER,

NELL ADELAIDE PASCHAL,

STUDENT ASSISTANTS IN THE LIBRARY.

LILLIAN ELSOM HAISLIP,

STUDENT ASSISTANT IN PHYSICAL EDUCATION.

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\*Giving one or more courses toward the A.B. degree.

## Committees of the Faculty

*Executive.*—President Brewer, Miss Paschal, Miss Poteat, Miss Law.

*Classification.*—The Dean with the Heads of the Departments.

*Catalogue.*—Miss Paschal, Miss Smith, Miss Vann, Miss Steele.

*Lectures.*—President Brewer, Miss Colton, Mr. Freeman, Miss Brown.

*Bulletin.*—President Brewer, Miss Colton.

*Library.*—Mr. Freeman, Miss Law, Miss Smith.

*Athletics.*—Miss Royster, Miss Vann, Miss Bailey.

*Grounds.*—Miss Poteat, Dr. Carroll, Mr. Ferrell.

*Public Functions.*—Miss Paschal, Mr. Mildenberg, Miss White, Mrs. Ferrell.

*Appointments.*—President Brewer, Miss Smith, Mr. Mildenberg.

*Advanced Standing.*—Miss Colton, Miss Vann, Miss Paschal.

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## Officers of the Alumnæ Association for 1915-1916

*President,* Mrs. Lemuel Elmer McMillan Freeman.....Raleigh, N. C.

*Vice-President,* Mae Grimmer.....Cape Charles, Va.

*Corresponding Secretary,* Harriet Laura Herring.....Kinston, N. C.

*Recording Secretary,* Bessie Evans Lane.....Auburn, N. C.

*Treasurer,* Mrs. Julian Wilbur Bunn.....Raleigh, N. C.

*Secretary of Meredith Clubs,* Emily Cornelia Boyd....Raleigh, N. C.



# MEREDITH COLLEGE

## Foundation and Purpose

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

The College is trying to carry out the ideals of its founders in character-building as well as in scholarship. Its intention is to provide not only thorough instruction, but culture made perfect in the religion of Jesus Christ. Students are required to attend some church on Sunday morning, and to attend chapel exercises daily. The Christian type of womanly character is upheld.

As Meredith College has been enforcing the standard entrance requirement of fourteen units since 1911, the college degree now represents four years of genuine college work, according to the standard of the Association of Colleges and Secondary Schools of the Southern States. The General Education Board has recognized the worth of the College by voting aid to its endowment fund.

## Location

Meredith College is admirably located in Raleigh, the educational center of the State. The number of schools and colleges is due not only to the broad educational interests center-

ing in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is 365 feet above sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts. All of the Meredith College buildings are directly connected with the city system.

The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Olivia Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle, respectively; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of hearing concerts and important addresses by distinguished speakers in the city auditorium and of attending the meetings of the State Legislature, the annual meeting of the North Carolina Literary and Historical Association, the State Social Service Conference, and other noteworthy gatherings.

## Buildings

The College has at present six buildings: Main Building, Faircloth Hall, Home Economics Building, East Building, and two cottages.

The Main Building, completed in 1899, contains the chapel, executive offices, classrooms, laboratories, library, art studio, living rooms, and dining room.

Faircloth Hall, built in 1904, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The Home Economics Building, purchased in 1913 and first used in 1914, contains the lecture room and laboratories of the department of Home Economics, and the president's living rooms.

The East Building, purchased in 1899, contains dormitory and dining rooms.

Each of these buildings, except the Home Economics Building, is of brick. All are lighted by electricity and heated by steam, and have bathrooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, show ample provision for comfort and health.

The North and South Cottages, purchased in 1900, are heated by stoves or grates, but in other respects are equipped like the other buildings. These two cottages, together with the East Building and fifteen rooms of Faircloth Hall, are reserved for the girls who board in the East Building.

The regulations for the six buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the College year.

## Table Board

In the Main Building, table board may be had for sixty dollars a semester. In the East Building the students, under the direction of an experienced housekeeper, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this building is thus reduced to thirty-eight dollars a semester. Ten dollars is due at the beginning of each semester, and eight dollars at the beginning of each of the other school months. This year ninety students have taken their meals in the East Building.

## Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics, Biology and Home Economics.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

## Library

The library is in charge of a trained librarian and is scientifically classified, and catalogued. Fifteen hundred cards have been inserted during the current year.

There are five thousand three hundred volumes and twelve hundred pamphlets in the library. These have been carefully selected by the heads of departments, and practically every book is in use. Sixty magazines, twenty-five college magazines, and seventeen newspapers are regularly received.

The Olivia Raney Library, of fourteen thousand, and the State Library, of fifty-two thousand volumes, are open to students and are within three blocks of the College. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

## General Information

### Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Women's Christian Association is the largest voluntary student organization in the College. The work and direction of this body are under the management of the students, assisted by a faculty advisory committee. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night and, in addition, there is a short prayer meeting every morning. The first meeting in each month is set apart for the subject of Missions, and is in charge of the Young Women's Auxiliary, which has been organized as a part of the Young Women's Christian Association of Meredith College. This organization directs the mission work of the Association and assists the other Young Women's Auxiliaries of the State in the support of Miss Sophie Stephens Lanneau, a Meredith graduate, who is now a missionary in Soochow, China. Besides Miss Lanneau, there are six other former Meredith students doing mission work in foreign fields.

Six Bible study and six Mission classes, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of Mission work, both in Home and Foreign fields. During the past year there has been a Student Volunteer Band of six members.

## Government

All regulations are framed with the view of limiting individual freedom only for the sake of moral security and of obtaining conditions for study. Any who are not willing to acquiesce in these considerations should not apply for admission.

The government is almost entirely in the hands of the students themselves, under a set of regulations submitted by the faculty and adopted by the Student Government Association. They have their own Executive Committee, which has the general oversight of the order and deportment of the students. Difficult cases are referred to a Faculty Advisory Committee. This system tends to promote honor and self-reliance.

## Physical Education

All students when entering College are given a physical examination by the Resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the College grounds are courts for tennis, basketball, volley ball and archery; and a well equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars, and flying-rings.

Every student, not a senior, is required to exercise four half-hours a week from November first to April first. Basketball, volley ball, or tennis may be substituted twice a week for the regular class work. Every young woman, unless excused by the College Physician or Physical Director, is required to walk not less than one-half hour daily throughout the year.

Students are credited in the physical and field work on the basis of faithfulness and punctuality.



An annual exhibition of the class work is held in April, and ribbons and letters are given upon the basis of proficiency. At the close of the inter-class basketball games letters are awarded to the five best players. A handsome silver loving cup is also offered yearly to the team winning in an inter-class basketball contest. To the champions of the inter-class tennis tournament letters are awarded.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.

### **Hygiene and Care of the Sick**

Once a week during the year the Physician in charge lectures to the student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The Physician in charge holds office hours at the College, at which time the students may consult her upon all subjects of hygiene or relative to their personal health. The general laws of health are enforced so far as possible. It is the purpose of the College Physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

### **Literary Societies**

There are two Literary Societies, Philaretian and Astrotekton, meeting every Saturday night. These societies are organized to give variety to the college life and for the promotion of general culture.

Students will draw for membership in the societies in such a proportion as to make the membership in the two societies equal. Students who have had a sister in a society may be assigned to that one, and so be excused from drawing.

Each society is offered a Memorial Medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

## College Publications

### By the College

*The Bulletin*.—This is the official publication of the College, and appears quarterly. It will be mailed to any address regularly upon request to the President.

### By the Students

*The Acorn*.—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

*Oak Leaves*, the College Annual, is published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

## Lecture Course

Each year the College provides a number of lectures in order that the students may have the educational advantage of hearing eminent speakers.

For the year 1915-1916 the regular course has been as follows:

Alfred Noyes, Readings from his poems.

Seumas MacManus, *Irish Fairy and Folk-lore*.

Helen Keller, A.B., *Happiness*.

Other Lectures

Eugene Clyde Brooks, A.B., *Men and Women: Parallels in History.*

William Alexander Webb, Litt.D., *The Place of the Humanities in a College of Liberal Arts.*

James Yadkin Joyner, Ph.B., LL.D., *The Public Schools of North Carolina.*

Charles McLean Andrews, Ph.D., *Purposes of a College Education.*

## Expenses

### Tuition Each Semester

College Course .....	\$30.00
Literary and Theoretical Work in Music Course (see p. 94)	30.00
Public School Music (music students).....	5.00
Piano .....	\$32.50, 40.00
Organ .....	\$32.50, 40.00
Violin .....	\$32.50, 40.00
Voice .....	\$32.50, 40.00
Voice, Instructor .....	30.00
Art .....	30.00
China painting .....	30.00

### Fees Each Semester

Matriculation fee (applied on semester's tuition).....	10.00
Chemical Laboratory fee.....	2.50
Biological Laboratory fee.....	1.00
Cooking Laboratory fee.....	7.50
Sewing Laboratory fee.....	1.00
Playground and Recreation Course.....	7.50
Library fee .....	1.00
Lecture fee .....	.75
Gymnasium fee .....	1.00
Medical fee .....	2.50
Use of Piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of Pedal Organ one hour daily.....	6.00
Use of Pedal Piano one hour daily.....	4.00
Use of Pipe Organ per hour.....	.25

### Table Board Each Semester

Main Building .....	60.00
East Building .....	38.00

## Room Rent Each Semester

Including fuel, light, and water:

Main Building	{ Front rooms or two-girl rooms.....	\$17.50
	{ Other rooms in Main Building.....	15.00
Faircloth Hall	{ Front rooms .....	17.50
	{ Other rooms in Faircloth Hall.....	15.00
Faircloth Hall (to those who board in East Building) ..		17.50
East Building .....		12.50
Home Economics Building.....		12.50
South Cottage .....		11.25
North Cottage .....		11.25

## Expenses for the Year in the Literary Course

In Main Building or Faircloth Hall:

Board, room, lights, fuel, and bath.....	\$150.00 to 155.00
Tuition, College Course.....	60.00
Medical fee .....	5.00
Library fee .....	2.00
Gymnasium fee .....	2.00
Lecture fee .....	1.50

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\$220.50 to \$225.50

In the East Building this amount is from \$39.00 to \$54.00 less, depending upon room.

All bills are due in advance for the semester, but for the convenience of patrons, payments may be made at the beginning of each quarter.

Students who pursue Music and Art may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester, or two literary subjects at \$22.50 a semester, or three literary subjects at \$30.00 a semester.

Special students may elect one theoretical course in the School of Music at \$12.50 a semester, or two theoretical courses in the School of Music at \$22.50 a semester.

Students in the A.B. or B.S. course may elect theoretical courses in the School of Music which count toward their degree at \$6.25 each semester.

Graduation fee, including diploma, \$5.00.

Nonresident students are excused from the payment of the medical fee and also of the gymnasium and lecture fees unless they wish to take these courses.

Nonresident students may take one course in Home Economics at \$15.00 a semester or two courses in Home Economics at \$25.00 a semester.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

### **The Payment of Fees**

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10.00 before registering with the Dean.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with the Dean at the appointed time will be required to pay the Bursar an additional fee of \$1.00 and to show receipt for the same to the Classification Committee. This special fee of \$1.00 will be required of those who are late in entering as well of those who neglect to



arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration, see page 32.

To secure rooms, application must be accompanied by a deposit of \$5.00. No definite room can be assigned except at the College office. Any preference in rooms will be given in the order of application.

The \$5.00 room fee deposit and the \$10.00 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

## Admission Requirements

Students are admitted either (A) by certificate or (B) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the President, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the President not later than August 1st of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate, properly filled out and signed by the principal, is presented to the College.

B. Students desiring to be admitted under the second of these conditions should see page 32.

Students applying for advanced standing should read *Credits*, page 46.

## Admission to College Classes

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

Latin .....	4	units.
or		
Latin .....	3	units
and		
French or German .....	2	units
English .....	3	units.
Mathematics: { Algebra .....	1.5	units.
{ Geometry .....	1	unit.
Elective* .....	4.5 or 3.5	units.
Total.....	14	units.

Every candidate for the B.S. degree in Home Economics must offer:

French† .....	2	units.
German† .....	2	units.
English .....	3	units.
Mathematics: { Algebra .....	1.5	units.
{ Geometry .....	1	unit.
Elective‡ .....	4.5	units.
Total.....	14	units.

## Conditioned Students

A freshman may be conditioned to the extent of two units. Two slight conditions may be counted as one unit. A slight condition signifies that a student lacks a small part of the preparation in some subject.

Each of the other classmen may have conditions not exceeding three hours.

\* The elective units must be selected from the following: History, Science, Bible, a fourth unit in Latin, an additional unit in French or German, an additional half unit in Plane Trigonometry, Solid Geometry, or Advanced Algebra.

† An equal amount of Latin may be substituted for either French or German or for both French and German. No single unit, however, in any foreign language will be accepted unless work in that language is continued.

‡ See required and elective subjects allowed for entrance to the A.B. course.

## Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week, except mature students living in Raleigh.

## Routine of Entrance

Students should report to the office promptly upon arrival for matriculation.

1. *Preliminary Classification.*—New students in all departments must appear before the Classification Committee on the day before General Registration, for consultation with the committee upon entrance work. Those desiring credit for college work must apply to the Committee on Advanced Standing. For the year 1916-1917 consultations will be held as follows:

September 12, Tuesday, 9 a. m., History, Science, and Latin;  
2 p. m., English, French, German, and  
Mathematics.

2. *Registration.*—On the day of General Registration the student will appear in person before the Dean and be assigned subjects to be carried during the ensuing semester.

No student may register for less than a semester.

Days for registration: For first semester, September 13, Wednesday, 9 a. m.; for second semester, January 23, Tuesday, 9 a. m.

## Definition of Entrance Requirements

### LATIN (4 units)\*

#### FIRST-YEAR LATIN (1 UNIT).

(1) A thorough knowledge of forms and principles of syntax. D'Ooge, *Latin for Beginners* is recommended.

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\* Instead of four units in Latin, three units in Latin and two units in French or German may be offered.

## SECOND-YEAR LATIN (1 UNIT).

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

## THIRD-YEAR LATIN (1 UNIT).

(3) Cicero, six orations, including the Manilian Law. Grammar, Allen and Greenough recommended. At least one period a week should be devoted to prose composition. Baker and Inglis, *High School Course in Latin Composition*, Part II, is recommended.

## FOURTH-YEAR LATIN (1 UNIT).

(4) Virgil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week. Baker and Inglis, Part III.

## FRENCH (1 or 2 units)\*

## FIRST-YEAR FRENCH (1 UNIT).

A. Careful drill in pronunciation; Fraser and Squair, *French Grammar*, Part I (or its equivalent); reading of 150-200 pages of easy French. For suggested texts for reading, see Elementary French A, page 54.

## SECOND-YEAR FRENCH (1 UNIT).

B. Fraser and Squair, *French Grammar*, Part II; reading of 300-400 pages of French. For suggested texts for reading, see Elementary French B, page 55.

## GERMAN (1 or 2 units)\*

## FIRST-YEAR GERMAN (1 UNIT).

A. Drill in pronunciation; Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II (or its equivalent). One whole year's work.

## SECOND-YEAR GERMAN (1 UNIT).

B. Paul V. Bacon, *German Grammar*, finished (or its equivalent); reading of 300-400 pages of German. For suggested reading texts, see Elementary German B, page 57. One whole year's work.

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\* A.B. students who present only three units of Latin must present two units of French or German.

**ENGLISH (3 units)****GRAMMAR AND COMPOSITION.**

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

**LITERATURE.**

The second object is sought by means of two lists of books, headed, respectively, *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

*A. Reading.*

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which



at least two selections are to be made, except as otherwise provided under Group I:

Group I. Classics in Translation: The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Æneid*.

(The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.)

For any selection from this group a selection from any other group may be substituted.

Group II. Shakspeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*,\* *Macbeth*,\* *Hamlet*.\*

Group III. Prose Fiction: Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney, *Evelina*; Scott's Novels, any one; Jane Austen's Novels, any one; Maria Edgeworth, *Castle Rackrent*, or *The Absentee*; Dickens' Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell, *Cranford*; Kingsley, *Westward Ho*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, *Treasure Island*, or *Kidnapped*, or *Master of Ballantræ*; Cooper's Novels, any one; Poe, *Selected Tales*; Hawthorne, *The House of the Seven Gables*, or *Twice-Told Tales*, or *Mosses from an Old Manse*.

A collection of Short Stories by various standard writers.

Group IV. Essays, Biography, etc.: Addison and Steele, *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages); Boswell, Selections from the *Life*

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\* If not chosen for study under B.



of Johnson (about 200 pages); Franklin, *Autobiography*; Irving, Selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, Selections from the *Essays of Elia* (about 100 pages); Lockhart, Selections from the *Life of Scott* (about 200 pages); Thackeray, Lectures on Swift, Addison, and Steele, in the English Humorists; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay*; Trevelyan, Selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies*, or Selections (about 150 pages); Dana, *Two Years Before the Mast*; Lincoln, Selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage* and *Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.

A collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of Letters by various standard writers.

Group V. Poetry: Palgrave, *Golden Treasury* (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series): Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Traveler* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish Ballads, as, for example, some *Robin Hood Ballads*, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick* and *Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott, *The Lady of the Lake* or *Marmion* (Home and School Library); Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*,

*The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—," Instans Tyrannus; Arnold, Sohrab and Rustum, and The Forsaken Merman; Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.*

### B. Study.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama: Shakspeare, *Julius Cæsar, Macbeth, Hamlet.*

Group II. Poetry: Milton, *L'Allégre, Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur, The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

Group III. Oratory: Burke, *Speech on Conciliation with America*; Macaulay, *Speech on Copyright*, and Lincoln, *Speech at Cooper Union*; Washington, *Farewell Address*, and Webster, *First Bunker Hill Oration.*

Group IV. Essays: Carlyle, *Essay on Burns*, with selections from Burns' *Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners.*

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade. No candidate will be given full credit for the masterpieces if read in a lower grade, or if several other masterpieces are crowded into the same year with these.

**MATHEMATICS (2.5 units)\*****ALGEBRA (1.5 UNITS).**

The requirements in algebra include the following subjects: the four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportion, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

**PLANE GEOMETRY (1 UNIT).**

The usual theorems and problems of some good text-book in plane geometry, a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

**HISTORY (Elective)**

The candidate may offer as many as three of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

or

Robinson and Breasted, *Outlines of European History*, Part I, from ancient times to the eighteenth century (1 unit).

Robinson and Beard, *Outlines of European History*, Part II, from the eighteenth century to the present day (1 unit).

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\*An additional half unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given in any case.

These two new books follow the recommendation of the Committee of Five of the American Historical Association, and of the Preliminary Report to the National Education Association on History published in the *United States Bulletin of Education* on the *Reorganization of Secondary Education*. Schools are strongly urged to adopt these books for a two years' course in history.

#### ANCIENT HISTORY (1 UNIT).

TEXT-BOOKS.\*—West, *Ancient World*, Revised Edition (Allyn and Bacon); Westermann, *The Story of the Ancient Nations* (D. Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; J. S. White, *The Boys' and Girls' Herodotus*; Cox, *Tales of Ancient Greece*; Davis, *Readings in Ancient History*; Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Webster, *Readings in Ancient History*; Wheeler, *Alexander the Great*; and Ginn & Co., *Classical Atlas*.

#### MEDIÆVAL AND MODERN HISTORY (1 UNIT).

TEXT-BOOKS.\*—Harding, *New Mediæval and Modern History* (American Book Co.); Myers, *Mediæval and Modern History*, Revised Edition (Ginn); West, *The Modern World* (Allyn and Bacon); or an equivalent.

The following books are suggested for a school library for supplementary work: Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; Dawson, *The Evolution of Modern Germany*; Day, *A History of Commerce*; Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Ogg, *The Governments of Europe*; Robinson, *Readings in European History*, One Volume Edition; Robinson and Beard, *The Development of Modern Europe*, two volumes; Walker, *The Reformation*; and Dow, *Atlas of European History*.

#### ENGLISH HISTORY (1 UNIT).

TEXT-BOOKS.\*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); or an equivalent.

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\* Any one text-book of the group is accepted.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Industrial History of England*; Cheyney, *Readings in English History*; Cross, *A History of England and Greater Britain*; Gardiner, *Student's History of England*; Gibbons, *The Industrial History of England*; Green, *A Short History of the English People*; Hayes, *British Social Problems*; Montague, *Elements of English Constitutional History*; Tout, *A History of Great Britain*; Tuell and Hatch, *Selected Readings in English History*; and Gardiner, *School Atlas of English History*; Low and Pulling, *Dictionary of English History* (Cassell).

#### AMERICAN HISTORY (1 UNIT).

TEXT-BOOKS.\*†—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History*, Revised Edition (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Beard, *American Citizenship*; or an equivalent.

The following books are suggested for a school library for supplementary work: *The American Nation* (Harpers, twenty-seven volumes. Get especially volumes 22, 23, 24, 25, which cover the period since 1865); Bassett, *A Short History of the United States*; Coman, *Industrial History of the United States*; Beard, *American Government and Politics*; Dewey, *Financial History of the United States*; *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; Woodrow Wilson, *A History of the American People* (five volumes); *Statistical Abstract of the United States*; *World Almanac*; Jameson, *Dictionary of United States History*, and McCoun, *Historical Geography of the United States*.

All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work on special topics from fuller accounts in the school library should cover at least four hundred pages more.

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\*Any one text-book of the group is accepted.

†A book on Civil Government alone will not take the place of one on American History.



The following further exercises are recommended: Reading notes, in outline and abstract; map-drawing; a few written reports on subjects assigned the student.

All such work should be presented by the candidate in the form of a loose-leaf note-book containing all exercises prepared upon any of the four history subjects, written in ink, arranged in the order of their assignment, and certified and approved by the teacher.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); *Revised Report of the Committee of Five* (Macmillan, twenty-five cents); Bourne, *The Teaching of History and Civics* (Longmans), or Johnson, *The Teaching of History* (Macmillan); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia) will be found invaluable.

Outline map books for each period and loose-leaf note-books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co., of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.

### SCIENCE (Elective)

#### PHYSIOLOGY AND HYGIENE ( $\frac{1}{2}$ UNIT OR 1 UNIT).\*

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

TEXT.—Fitz, *Physiology and Hygiene*, or Martin, *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

#### PHYSICAL GEOGRAPHY ( $\frac{1}{2}$ UNIT OR 1 UNIT).\*

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr, *New Physical Geography*.

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\* A student who has not had the equivalent of four one-hour recitations a week throughout the school year in Physiology or Physical Geography will not be given full credit for that subject. The maximum credit allowed for Physiology and Physical Geography is one and one-half units.

## PHYSICS (1 UNIT).

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note-books.

In order to get full credit the candidate must submit her laboratory note-book which has been certified by her teacher.

TEXT.—Coleman, *Elements of Physics*.

## BOTANY (1 UNIT).

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relations of plants to other living things. A large part of this information should be gained by laboratory and field work. In order to get full credit the candidate must submit her laboratory note-books.

## CHEMISTRY (1 UNIT).

The course should include the general laws and theories of Chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds. The candidate must submit her laboratory note-book which has been certified by her teacher.

## BIBLE (Elective)

- |                           |   |           |
|---------------------------|---|-----------|
| A. Bible Study            | } | (1 UNIT). |
| B. Sunday School Pedagogy |   |           |
| C. Mission Study          |   |           |

A. *Bible Study*.

Three hours a week running throughout the session to embrace the following work:

1. The Bible Section of the *Normal Manual*—sixteen to twenty lessons. This is to serve as an introduction to the study of the Bible.

2. The *Old Testament*—forty lessons.

a. McLearn, *Old Testament History*, abridged edition.



- b. Readings in the historical books. These will be assigned by the teacher and will average one chapter for each lesson.
- c. Readings in the Prophets, *Isaiah*, Chapters 5, 6, 53, 60, 61; the following books: *Amos*, *Nahum*, *Haggai*, *Malachi*.
- d. Readings in the poetical books, *Job* 28; *Psalms* 1, 2, 8, 19, 22, 29, 51, 84, 90, 103, 119, 137, 147, 148; *Proverbs* 1, 2, 3, 4, 5, 6, 20, 31; *Ecclesiastes* 11: 9-12: 14.
- 3. *The New Testament*—forty lessons.
  - a. McLear, *New Testament History*, abridged edition.
  - b. Kerr, *Harmony of the Gospels*—the analysis and enough of the text to get a connected view of the life of Jesus from the *New Testament* itself.
  - c. *The Acts of the Apostles*.
  - d. One from each of the four groups of Paul's Epistles as follows: *I Thessalonians*, *Galatians*, *Colossians*, *II Timothy*.
  - e. The Epistle to the *Hebrews*.
  - f. First Epistle of *John*.

## B. *Sunday School Pedagogy.*

One hour a week throughout the year in the study of the *New Normal Manual*—Divisions I and II. If all the time is not needed, it can be used in the Bible work.

## C. *Missions.*

One hour a week throughout the year. The following books are to be used:

- a. State Missions: L. Johnson, *Christian Statesmanship*.
- b. Home Missions: V. I. Masters, *Baptist Home Missions*.
- c. Foreign Missions: T. B. Ray, *Southern Baptist Foreign Missions*.

*Christian Statesmanship* must be taken, and either one of the others.

## Requirements for Graduation

To be entitled to a degree or diploma the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward a degree or diploma in one school may be counted toward a degree or diploma in another school, provided that the subject may be regularly counted toward a degree or diploma in the school concerned.

Each student is required to take at least fifteen hours of work a week. No student may take more than sixteen hours of class work a week, except by action of the faculty senate.

A student wishing to make up work under a tutor must consult with the Dean at the time she arranges her regular work.

Seniors are not required to take more than the number of hours necessary to obtain their degree.

### Degrees

The degrees conferred are Bachelor of Arts and Bachelor of Science.

#### BACHELOR OF ARTS.

To be entitled to the degree of A.B., the candidate must complete, in addition to fourteen entrance units, sixty hours of work. Of the sixty hours required for the degree, twenty-eight are prescribed, fifteen are chosen from one of seven groups of majors and minors, and seventeen are free electives. (Pages 48-49.)

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

## BACHELOR OF SCIENCE.

To be entitled to the degree of B.S., the student must complete the fifty-four hours of prescribed work, and, in addition, six hours of elective work.

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Science.

**Diploma**

The College of Arts and Sciences confers one diploma, the Junior College Diploma. To be entitled to this diploma, a student must complete the work as outlined for the Freshman and Sophomore years in the A.B. or B.S. course, except that three hours of work from the Department of Bible may be substituted for three hours in the Sophomore work of the B.S. course, or English Literature 1 may be substituted for French 2, German 2, or History 1.

# General Regulations for Academic Work

## Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects.

Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy is the passing grade.

## Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters students are notified if they are not making satisfactory grades.

## Examinations

Examinations are held at the close of each semester in addition to the tests given during the semester.

During examination, no student, without permission from the instructor in charge, is allowed to consult any book or document, or have communication with any person except the instructor.

## Conditions and Deficiencies

A student who fails or is deficient in any respect on the work of the first semester will be allowed to pass off the condition the first Monday in April. If she fails at this time she will be allowed to take another examination either at the time of delinquent examinations the next May or on the Tuesday immediately preceding the opening of the next fall semester.

A student who fails or is deficient in any respect on the work of the second semester will be allowed to pass off the condition on the Tuesday immediately preceding the opening of the fall semester. If she fails at this time she will be allowed to take another examination at the time of delinquent examinations the next January.

A student who does not pass off a condition at either of the two times appointed for making up semester conditions will be required to repeat the semester's work in which she failed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown good reason for it and paid to the Bursar one dollar for the Library Fund. In the case of conflict with other college duties or illness this fee will be remitted.

## Outline of Course for the A.B. Degree

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1*-----	3	(53)	English Composition 1	2	(59)
French 1*-----	3	(55)	Mathematics 1-----	4	(61)
or			Chemistry 1-----	3	(65)
German 1*-----	3	(58)			

### Sophomore Year

English Literature 1--	3	(60)	Biology 1-----	3	(65)
History 1-----	3	(63)	Electives†-----	6	

### Junior Year

English Composition 2	1	(59)	Ethics or Sociology---	1½	(68)
Psychology-----	1½	(68)	Electives†-----	11	

### Senior Year

Electives†-----	15	
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In addition to the prescribed hours, each student must elect fifteen hours from one of the following groups:

#### Group 1. Latin.

Six hours of Latin, and nine hours of the following:  
French, German, English, Mathematics, History.

#### Group 2. French.

(a) Nine hours of French, and six hours of German; or (b)  
six hours of French, and nine hours of German; if only one  
unit of French was offered for entrance.

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\*Those who offer three units of Latin and two units of French or German for entrance, take Latin A 4 in the freshman year and Latin 1 in the sophomore year. Those who offer four units of Latin and no French or German for entrance, take Elementary French A or German A in the freshman year; Elementary French B or German B in the sophomore year; and French 1 or German 1 in the junior year. No single course in any foreign language will be counted until a second course in that language is completed.

† Electives may be chosen from the seven groups or the free electives. Pages 48-49. Cooking 1 cannot be elected after the sophomore year.



Group 3. German.

(a) Nine hours of German, and six hours of French; or (b) six hours of German, and nine hours of French; if only one unit of German was offered for entrance.

Group 4. English.

Six hours of English, and nine hours of the following: Latin, French, German, History.

Group 5. Mathematics.

Six hours of Mathematics, and nine hours of the following: French, German, Science, Philosophy.

Group 6. History.

Six hours of History, and nine hours of the following: Economics, Sociology, English, French, German.

Group 7. Science.

Six hours of Physics, Chemistry, or Physiology, and nine hours of the following: French, German, Mathematics, English.

In addition to the prescribed hours and the fifteen hours elected from one group, each student must elect enough more hours to complete sixty hours of work. These electives may be chosen from any of the subjects not already elected in any of the groups or from the following subjects. The students are advised to consult their major professor as to their electives.

Botany.

Zoology.

Geology.

Astronomy.

Bible 1-7.

Art History.

Philosophy.

Education 1-5.

Cooking 1-2.

Household Management.

Home Decoration.

Art Education.

Theoretical Courses in Music.

# Outline of Course for the B.S. Degree in Home Economics

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
French 1* } -----	3	(55)	Chemistry 1-----	3	(65)
or } -----			Cooking 1-----	3	(74)
German 1* } -----		(58)	Sewing 1-----	3	(75)
English Composition 1	2	(59)			

## Sophomore Year

French 2 } -----	3	(55)	Biology 1-----	3	(65)
or } -----			Chemistry 2-----	3	(66)
German 2 } -----		(58)	Cooking 2-----	3	(74)
History 1-----	3	(63)			

## Junior Year

English Literature 1--	3	(60)	Physiology-----	3	(66)
Economics-----	3	(64)	Sewing 2-----	2	(75)
Physics-----	3	(66)	Household Manage- ment-----	2	(76)

## Senior Year

English Composition 2	1	(59)	Dietetics-----	1½	(74)
Psychology-----	1½	(68)	Cooking 3-----	1½	(75)
Philosophy 2 or 3----	1½	(68)	Home Decoration----	2	(76)
			Electives†-----	6	

\* If three units of Latin and only one of French or German are offered for entrance, Elementary French B or Elementary German B must be taken in the freshman year; and French 1 or German 1 in the sophomore year. If four units of Latin and no French or German are offered for entrance, Elementary French A and B or Elementary German A and B must be taken in the freshman and sophomore years, respectively. No single course in any foreign language will be counted until a second course in that language is completed.

† A.B. required subjects or electives not already taken.

## Outline for the Junior College Diploma in the A.B. Course

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1*-----	3	(53)	English Composition 1	2	(59)
French 1*-----	3	(55)	Mathematics 1-----	4	(61)
or			Chemistry 1-----	3	(65)
German 1*-----	3	(58)			

### Sophomore Year

English Literature 1--	3	(60)	Biology-----	3	(65)
History 1-----	3	(63)	Electives†-----	6	

## Outline for the Junior College Diploma in the B.S. Course in Home Economics

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
French 1	3	(55)	Chemistry 1-----	3	(65)
or			Cooking 1-----	3	(74)
German 1		(58)	Sewing 1-----	3	(75)
English Composition 1	2	(59)			

### Sophomore Year†

French 2	3	(55)	Biology 1-----	3	(65)
or			Chemistry 2-----	3	(66)
German 2		(58)	Cooking 2-----	3	(74)
History 1-----	3	(63)			

\* Those who offer three units of Latin and two units of French or German for entrance, take Elementary Latin A 4 in the freshman year and Latin 1 in the sophomore year. Those who offer four units of Latin and no French or German for entrance, take Elementary French or German A in the freshman year; Elementary French or German B in the sophomore year. No single course in any foreign language will be counted until a second course in that language is completed.

† Electives may be chosen from the seven groups or the free electives. Pages 48-49. Cooking 1 cannot be elected after the sophomore year.

‡ For any course of the sophomore year three hours of work in the Department of Bible may be substituted. English Literature 1 may be substituted for French 2, German 2, or History 1.

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	English Comp. 1 (a) English Lit. 1 (a) History 1 (a) Dietetics Household Managem't	English Comp. 1 (b) Latin 1 (a) English Lit. 3	English Comp. 1 (a) English Lit. 1 (a) History 1 (a) Dietetics Household Managem't	English Comp. 1 (b) Latin 1 (a) English Lit. 3	History 1 (a) English Lit. 3 Dietetics
10:00	Latin 1 (b) History 1 (b) Sewing 1 (a) Cooking 2	Chemistry 1 (a) Mathematics 2 Education 2	Latin 1 (b) History 1 (b)	Chemistry 1 (a) Mathematics 2 Education 2	Latin 1 (b) History 1 (b) Sewing 1 (b)
11:00	French 1 Physiology Cooking 1 (a) History 4	French 1 Physics Education 3	Physiology History 4	French 1 Physics Education 3	Mathematics 2 Physiology Physics (Lab.) History 5
12:00	German 1 Mathematics 1 Cooking 1 (b) Psychology	Mathematics 1 Latin 4 History 5 Art Education	German 1 Mathematics 1 Psychology	History 5 Art Education	German 1 Mathematics 1 Psychology Physics (Lab.)
1:30	English Comp. 1 (c) English Lit. 1 (b) Geology	Chemistry 1 (b) Biology English Comp. 2	English Comp. 1 (c) English Lit. 1 (b) Geology	Chemistry 1 (b) Biology English Lit. 1 (a)	English Lit. 1 (b) Geology
2:30	Chemistry 1 Lab. (Sec. a) Biology Lab. Art History 1	Chemistry 1 Lab. (Sec. b)	Chemistry 1 Lab. (Sec. a) Biology Lab.	Chemistry 1 Lab. (Sec. b) Art History 1	Latin 1 (a)

# Courses of Instruction

## I. Latin

HELEN HULL LAW, *Professor.*

### A 4. Latin. Virgil; Latin Prose Composition.

This course is designed for those who offer only three units in Latin for entrance and counts three hours toward a degree.

a. Virgil, *Æneid*. Three hours a week for a year. Tuesday, Thursday, Friday, 12.

Virgil's life and works; translation; Latin hexameter.

b. Latin Prose Composition. One hour a week for a year. Saturday, 12.

Text: Baker and Inglis, Part III.

### 1. Livy, Horace; Latin Prose Composition.

Required of candidates for the A.B. degree. Open to those who offer four units of Latin for entrance.

a. Livy, two hours a week for the first semester.

Sec. a. Wednesday, Friday, 9.

Sec. b. Tuesday, Thursday, 10.

Selections from Books XXI and XXII (Westcott); study of Livy's style and Livy as a historian.

b. Horace, two hours a week for the second semester.

Selections from the *Odes* and *Epodes* (Smith); History of the Augustan age; the life and personality of Horace; metres and literary style.

c. Latin Prose Composition one hour a week for a year.

Sec. a. Saturday, 2:30.

Sec. b. Saturday, 10.

Prepared and sight exercises. Gildersleeve-Lodge, *Latin Composition*.

### \*[2. Terence, Cicero, Latin Poets.

Open to those who have completed course 1. Two hours a week for a year.

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\*Latin 2 and 3 are given in alternate years. Latin 2 not given 1916-1917.

a. Terence, *Phormio* (Elmer); Roman theatrical antiquities; Terence's life and style; origin and development of Latin comedy.

b. Cicero, *De Amicitia* (Price); *De Senectute* (Moore); Cicero's views concerning friendship and old age compared with those of modern writers.

c. Latin poetry; selections from the poems of Lucretius, Catullus, Propertius, Ovid and Tibullus. Style metres, development of the Roman elegy, Alexandrian school of poetry.]

### \*3. Tacitus, Pliny, Horace.

Open to juniors and seniors. Two hours a week for a year.  
Hours of recitation to be arranged.

a. Tacitus, *Agricola* and *Germania*; Tacitus as a historian; study of his style.

b. Pliny, *Letters* (sight reading); Roman life as portrayed by Pliny.

c. Horace, *Satires* and *Epistles*; Horace the man, the satirist, the philosopher, the literary critic.

### 4. Roman Private Life. Outline History of Latin Literature.

Open to all who have completed Latin I. One hour a week throughout the year. Wednesday, 12. Lectures and assigned reading.

### 5. Latin Prose Composition.

One hour a week throughout the year.

Advanced prose composition and study of the principles of Latin syntax; methods of teaching Latin in secondary schools; present-day problems in Latin scholarship. Designed especially for those expecting to teach.

## II. French

DONNA MARIE THORNTON, *Professor*.

### A. Elementary French.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30. Course designed for those offering no French for entrance, and counts three hours toward a degree.

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\*Latin 2 and 3 are given in alternate years. Latin 2 will not be given in 1916-1917.



Grammar, Fraser and Squair, Part I. Reading of easy French selected from the following texts:

Mairret, *La Tâche du petit Pierre*; Bruno, *Le Tour de la France par deux Enfants*; La Bedollière, *La Mère Michel et son Chat*; Super, *Anecdotes Faciles*; Halévy, *L'Abbè Constantin*.

## B. Elementary French.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9. Open to those who have completed Elementary French A, or who offer one unit of French for entrance, and counts three hours toward a degree.

Grammar, Fraser and Squair, Part II. Exercises in composition; conversation; reading from texts selected from the following:

Daudet, *Trois Contes Choisis*; Dumas, *La Tulipe Noire*; Malot, *Sans Famille*; Sand, *La Mare au Diable*; Bazin, *La Sarcelle bleue*; France, *Le Livre de mon Ami*; de la Brète, *Mon Oncle et mon Curé*; Foncin, *Le Pays de France*.

### 1. French.

Open to those who have completed Elementary French B or who offer two units of French for entrance. Three hours a week for a year. Tuesday, Wednesday, Friday, 11.

Grammar and composition; practice in giving in French oral and written abstracts of portions of texts read; translation. Texts to be chosen from:

Maupassant, *Huit Contes Choisis*; Lamartine, *Scènes de la Révolution Française*; Sandeau, *Melle. de la Seiglière*; Bazin, *Le Blé qui lève*; Bourget, *Un Saint*; Richopin, *Le Flibustier*; France, *Le Crime de Silvestre Bonnard*; Loti, *Pêcheur d'Islande*; Balzac, *Eugénie Grandet*.

### 2. French.

Open to those who have completed course 1 or its equivalent. Three hours a week for a year. Hours of recitation to be arranged.

Grammar and composition; reading and discussion in French of books read. Texts to be selected from the following:

Bazin, *De Toute Son Ame*; Hugo, *Quatre-vingt-treize*; Rostand,

*L'Aiglon*; D'Estournelles de Constant, *Les Etats-Unis*; Balzac, *Le Curé de Tours*; de Bornier, *La Fille de Roland*.

### 3. French.

Open to those who have completed course 2. Three hours a week for the year. Hours of recitation to be arranged.

#### First semester:

Great Prose Writers from the French Revolution to the Third Republic. Texts to be chosen from:

Michelet, *Jeanne d'Arc*; Mme. de Staël, *Corinne*; Chateaubriand, *Atala*; Lamartine, *Graziella*; Hugo, *Lucrèce Borgia*; Daudet, *Les Lettres de mon Moulin*; Lanson, *Histoire de la littérature française*.

This course consists not merely of the textual reading and study of the transformation of French prose during this period, but also of the changes in French thought as represented by Michelet, Mme. de Staël, Chateaubriand, Balzac, Renan, Hugo, Sainte-Beuve, Gautier, Flaubert, Taine, Brunetière, Guizot.

#### Second semester:

Lyrical Poetry of the Nineteenth Century.

Canfield, *French Lyrics*; Brunetière, *L'Evolution de la poésie lyrique en France au XIX<sup>e</sup> siècle*; Bonnefon, *Les Ecrivains modernes*; Lanson, *Histoire de la littérature française*.

Study in poetry of the national thought. The transformation of French poetry and the rise of the Romantic Parnassian, Symbolist, and Impressionist Schools.

### \*[4. French.

Open to those who have completed course 3. Three hours a week for the year.

#### First semester:

Critical and Historical Study of the French Drama.

The French institutions which have determined the evolution of the drama, the church, the court, and the French Academy; the rise of the French Academy; its social influence; discussion of French dramatic theories and dramatic works; reading of Corneille, *Le Cid*, *Cinna* or *Polyeucte*; Rotrou, *Saint Genest*, *Venceslas*; Racine, *Andromaque*, *Britannicus*, *Athalie*; Molière, three of the following: *Les Précieuses ridicules*, *Les Femmes savantes*, *Le Bourgeois gentil-homme*, *Tartufe*, *Le Misanthrope*.

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\* Not given in 1916-1917.

Second semester:

Seventeenth Century Literature.

Letter writers, Madame de Sévigné and others; Memoirs; the novel, Popular poetry. La Fontaine's conceptions of institutions and his realistic pictures of contemporary life in the Fables. The Jansenists: Pascal, *Les Pensées*, *Les Provinciales*; and Mme. Guyon, *Histoire de mon Ame*; literary influence of Descartes, his *Discours de la méthode*; Masillon, Bourdaloue, Bossuet, their artistic power and their influence. Bossuet, *Oraisons funèbres*, *Henriette d'Angleterre* and *Henriette de France*; Boileau, *L'Art poétique*.

The ideal state of Fénelon and his education of women; La Rochefoucauld and La Bruyère; Albert, *La Littérature française au XVII<sup>e</sup> siècle*.]

### III. German

SUSAN ELIZABETH YOUNG, *Professor*.

#### A. Elementary German.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10. Course designed for those offering no German for entrance, and counts three hours credit.

Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II; reading selected from the following texts:

*Glück Auf*; Seligmann, *Altes und Neues*; Gronow, *Jung Deutschland*; Bacon, *Im Vaterland*; Hauff, *Das Kalte Herz*; Seidel, *Leber echt Hünchen*.

#### B. Elementary German.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 1:30. Open to those who have completed Elementary German A or who offer one unit of German for entrance, and counts three hours credit.

Paul V. Bacon, *German Grammar*, last thirty-six lessons. Oral and written exercises; reading selected from the following texts:

Storm, *Immensee*; Heyse, *Das Mädchen von Treppi*; Moscher, *Willkommen in Deutschland*; Grimm, *Die Sieben Reisen Sinbads*; Andersen, *Bilderbuch ohne Bilder*; Heyse, *L'Arrabiata*; Hillern, *Höher als die Kirche*.

## 1. German.

For those who have completed Elementary German B or offer two entrance units in German. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Bacon, *Grammar and Composition*; translation; sight reading; texts for reading and study selected from the following:

Storm, *Pole Poppenspüler*; Schiller, *Wilhelm Tell*, *Maria Stuart*; Zu Putlitz, *Vergissmeinnicht*; Allen, *Vier Deutsche Lustspiele*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*.

## 2. German.

For those who have completed German 1. Three hours a week for a year. Hours of recitation to be arranged.

Grammar and Composition; texts for reading and study to be selected from the following: Goethe, *Hermann und Dorothea*, *Iphigenie*; Lessing, *Minna von Barnhelm*, *Emilia Galotti*; Scheffel, *Der Trompeter von Säckingen*; Heine, *Die Harzreise*. Oral and written abstracts from portions of texts read.

## 3. German.

For those who have completed German 2. Three hours a week for a year. Hours of recitation to be arranged.

First semester:

A brief outline of German literature. To give a general historical and mythological background of German literature, selections from the following: *Klenzes Gedichte*; Wagner, *Der Ring der Nibelungen*; Goethe, *Dichtung und Wahrheit*.

Second semester:

Schiller, *Selected Poems*; Lessing, *Nathan der Weise*; Goethe, *Faust*, Part I.

Students will be required to read out of class: Rolleston, *Life of Lessing*; Sime, *Life of Goethe*; Nevinson, *Life of Schiller*.

## \*[4. German.

For those who have completed German 3. Three hours a week for the year.

First semester:

Lectures and discussions of Nineteenth Century Dramatists. Selections from Ibsen, Kleist, Grillparzer, Hauptmann, Sudermann, Heibel and others.

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\* Not offered 1916-1917.

Second semester:

Reading and discussion of several standard German novels, selected from Heyse, Storm, Sudermann, Freytag, Hoffman, and others.]

## IV. English

ELIZABETH AVERY COLTON, *Professor.*

MARY SUSAN STEELE, *Instructor.*

### English Composition

#### 1. Introductory Course.

Required of freshmen. Two hours a week for a year. Sec.

(a) Tuesday, Thursday, 9; Sec. (b) Wednesday, Friday, 9;

Sec. (c) Tuesday, Thursday, 1:30.

Miss Steele.

First semester:

Exposition—Special stress on structure. Weekly themes and conferences.

Second semester:

Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes and conferences.

TEXT.—Moore, Tompkins, and MacLean, *English Composition for College Women* (Macmillan Company).

Masterpieces studied as models of structure and style: Palmer, *Self-Cultivation in English*; Ruskin, *Crown of Wild Olive*; Stevenson, *Memories and Portraits*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond*, or *A Tale of Two Cities*; Palgrave, *Golden Treasury*.

(N. B.—The selection of these masterpieces will depend largely on those presented by the majority of the class for admission. See Entrance Requirements on pages 34-37.)

#### 2. Description, Narration, and Critical Exposition.

Required of juniors in the A.B. course and seniors in the B.S. course. One hour a week for a year. Wednesday, 1:30.

Miss Colton.

First semester:

Description and Narration. Stevenson, *Inland Voyage* and *Travels With a Donkey* will be studied to illustrate the theory of description.

Frequent practice in writing description during first quarter. Analysis of short stories by Hawthorne, Poe, Kipling, and Maupassant, to bring out the theory of the modern short story. Weekly practice in writing short stories during second quarter.

#### Second semester:

Critical Exposition. By the analysis of prose essay style, and by the study of the underlying principles of the criticism of poetry, the drama, and the novel, this course attempts to familiarize the student with the methods of composition in critical exposition. Fortnightly themes, or their equivalent, are required.

### English Literature

#### 1. Outline History of English Literature.

Required of sophomores in the A.B. course and juniors in the B.S. course. Three hours a week for a year. Sec. (a) Tuesday, Thursday, 9, Friday, 1:30; Sec. (b) Tuesday, Thursday, Saturday, 1:30.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw's *Syllabus of English Literature*. Papers, or written reviews, every four weeks.

The following masterpieces have been selected for careful reading and class discussion: Tinker, *Translations from Old English Poetry*; *Beowulf*; Chaucer, *Prologue*, *Knight's Tale*, and *Nun's Priest's Tale*; *Sir Gawain and the Green Knight*; Malory, *Morte d'Arthur*; old English ballads; *Everyman*; Spenser, *Faerie Queene*, Book I; Sidney, *Apologie for Poetrie*; songs of the sixteenth century dramatists; Bacon, *Essays*; Plutarch, *Lives—Pericles, Demosthenes, Cicero*; six of Shakspere's plays; Milton, *Paradise Lost*, Books I and II; seventeenth century lyrics; Dryden, *Absalom and Achitophel*; Bunyan, *Pilgrim's Progress*; Pope, *Rape of the Lock*; Swift, *Gulliver's Voyage to Lilliput*; Goldsmith, *She Stoops to Conquer*; selections from nineteenth century poets; and five novels selected from Jane Austen, Scott, Dickens, Thackeray, and George Eliot.



\*[2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.]

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays are read in chronological order; several are studied closely.

3. English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.  
Wednesday, Friday, Saturday, 9.

Miss Colton.

Careful study of Wordsworth, Shelley, Keats, Tennyson, and Browning; selections from Coleridge, Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.

## V. Mathematics and Astronomy

MARY HASSELTINE VANN, *Professor.*

### MATHEMATICS

1. Solid Geometry, Algebra and Plane Trigonometry.

Required of freshmen in the A. B. course. Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

Solid Geometry, complete.

TEXT.—Slaught and Lennes, *Solid Geometry.*

*Advanced Algebra.*—This work includes the binomial theorem for all exponents, mathematical induction, complex numbers, theory of equations, limits, convergency and divergency of series, undetermined coefficients, permutations, combinations and determinants.

TEXT.—Fite, *College Algebra.*

*Trigonometry.*—Plane and Spherical. Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Ashton and Marsh, *Plane and Spherical Trigonometry.*

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\* Alternates with Course 3; not given in 1916-1917.



## \*2. Algebra and Trigonometry.

Required of all college students in the A.B. course who have completed Mathematics 1. Three hours a week for a year. Wednesday, Friday, 10; Saturday, 11.

First semester: *Advanced Algebra*.—The subjects treated are: complex numbers, theory of equations, logarithms, limits, undetermined coefficients, permutations, combinations, probability, and determinants.

TEXT.—Reitz and Cranthorne, *College Algebra*.

Second semester: *Trigonometry*.—Plane and Spherical. Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Ashton and Marsh, *Plane and Spherical Trigonometry*.

## †3. Analytical Geometry.

Open to students who have completed courses 1 and 2. Three hours a week for a year.

Plane and Solid Analytic Geometry supplemented by lectures on related subjects and the history of Mathematics.

TEXT.—Tanner and Allen, *Analytic Geometry*.

## †4. Differential and Integral Calculus.

Open to students who have completed course 3. Three hours a week for a year.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Snyder and Hutchinson, *Differential and Integral Calculus*.

## ASTRONOMY

## †1. General Astronomy.

Three hours a week for a year. Prerequisite—Mathematics 1.

An introductory study of the facts and principles underlying the science of astronomy.

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\* Mathematics 2 will not be given after 1916-1917.

† Hours of recitation to be arranged.

Two lectures a week on assigned topics, one hour a week recitation, observation, constellation study and exercises with the atlas and ephemeris.

TEXT.—Moulton, *Introduction to Astronomy*.

## VI. History

MARY SHANNON SMITH, *Professor*.

### 1. European History.

Required of sophomores. Three hours a week for a year.  
Tuesday, Thursday, Saturday, 9 and 10.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English Composition 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; McMurry, *How to Study; Current Events; Directions for Written Work in History*.

### \*[2. English History.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12; Saturday, 10.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

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\* Not given in 1916-1917.

History 2 may be elected either semester, although students are urged to take the full year's work. It will alternate with 5—Principles of Economics.

TEXTS REQUIRED.—Cross, *A History of England and Greater Britain*; Trenholme, *An Outline of English History*; *Current Events*; *Directions for Written Work in History*.]

### 3 and 4. American History.

Open to all seniors. Three hours a week for a year. Tuesday, Thursday, 11, and a third hour at the pleasure of the Professor.

Courses 3 and 4 are usually given in alternate years.

\*3. [American Colonial and United States History to 1829.]

4. History of the United States since 1829.

As the students have unusual opportunities for study and research at the State Library, much of the work of the class is done there.

TEXTS REQUIRED.—Channing, Hart and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.

### 5. Principles of Economics.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12, and Saturday, 11.

First semester: The rise of modern industry, its expansion in the United States; and the principles of production, exchange, distribution, and consumption.

Second semester: The application of economic principles to such important problems as money, credit, and banking, the tariff, the labor movement, monopolies, railroads, trusts, taxation, and economic reform.

This course will alternate with History 2.

TEXTS REQUIRED.—Seager, *Principles of Economics*; *Current Events*; *Directions for Written Work in History*.

### \*[6. Contemporary History.

Open to juniors and seniors. One hour a week for a year.]

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\* Not given in 1916-1917.

## VII. Natural Science

JOHN HENRY WILLIAMS, *Professor.*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of  
Physiology and Hygiene.*

LOUISE COX LANNEAU, *Instructor in Chemistry.*

### 1. General Chemistry.

Required of freshmen. Three hours a week for a year. Lecture, Wednesday, Friday, 10 and 1:30. Four hours of Laboratory work each week. Laboratory: Section (a) Tuesday, Thursday, 2:30-4:30; Section (b) Wednesday, Friday, 2:30-4:30.

Miss Lanneau.

This course gives a knowledge of the fundamental principles of Chemistry. The laboratory exercises are devoted to the preparation and the study of the more common inorganic elements and compounds. The lectures include the history of the development of the subject and discussions of the properties of the elements and compounds prepared in the laboratory and a treatment of some of the important theories of Chemistry. Much attention is given to the application of the science to the problems of life.

Laboratory fee, \$5.

TEXT.—Newell, *Descriptive Chemistry.*

### 2. General Biology.

Required of sophomores. Three hours a week for a year. Lectures, Wednesday, Friday, 1:30. Laboratory, Tuesday, Thursday, 2:30-4:30.

Mr. Williams.

Each pupil is provided with a compound microscope and dissecting instruments for making a detailed study of typical specimens from each of the principal groups of plants and animals, with reference to their structure, functions and development. The results of these studies and the principles of relationship and classification are discussed in the lectures.

Field excursions constitute a part of this course. Those taking the course should arrange their other duties so that this field work may be done the first Monday of each month.

Laboratory fee, \$2.

### \*3. Organic Chemistry.

Required of sophomores in the B.S. course. Elective for other college students. Three hours a week for a year.

Miss Lanneau.

The lectures are taken up with the study of the hydrocarbons and their derivatives, including such substances as are of interest and importance, as ether, alcohol, vinegar, glycerine, fats, soaps, sugar, starch, etc. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.

### 4. Physiology and Hygiene.

Required of B.S. juniors, and open to A.B. seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

Dr. Dixon Carroll.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection; the hygienic arrangement of the sick room; personal, community and racial hygiene; the principles of modern sanitation, sewerage and garbage disposal.

TEXT AND REFERENCE BOOKS.—Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Text-book of Physiology*; Gray, *Anatomy*.

### 5. General Physics.

Required of juniors in the B.S. course. Elective for other college students. Three hours a week. Lectures, Wednesday, Friday, 11. Laboratory, Saturday, 11-1.

Mr. Williams.

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\* Hours of recitation to be arranged.

This course combines laboratory work, classroom demonstrations and lectures, for presenting the most important principles involved in the study of mechanics, sound and light. Special apparatus has been provided for laboratory exercises in this department.

## 6. Geology.

Open to juniors and seniors. Three hours a week. Tuesday, Thursday, Saturday, 1:30.

Mr. Williams.

A study of the agencies now in operation modifying the surface of the earth, the structure, rocks and minerals of the earth's crust; the history of the development of the earth-structure and of the organic kingdoms.

The department is provided with a small but representative collection of mineral products of the State and minerals and fossils from other States, and the class has access to the State Museum, which contains a large collection of lithological and mineralogical formations.

TEXT.—LeConte, *Elements of Geology*.

# VIII. Bible and Philosophy

LEMUEL ELMER McMILLAN FREEMAN, *Professor*.

## BIBLE

### \*[1. Old Testament History and Life of Christ.

Open to college students who intend to take only one year in Bible and who do not meet the requirements for other Bible courses. Two hours a week for a year.]

### †2. Hebrew History and Prophecy.

Intended primarily for sophomores, but open to all classes. Three hours a week for a year.

### †3. The Life of Christ.

Three hours a week for the first semester.

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\* Not given in 1916-1917.

† Hours of recitation to be arranged.



\*4. The History of the Apostolic Church.

Open to students who have completed course 1 or course 3.  
Three hours a week for the second semester.

\*5. Sunday School Pedagogy.

Open to all college students. One or two hours a week for a year.

Books used are selected from the first six in the Normal Course of the Sunday School Board of the Southern Baptist Convention. There are two divisions of the class. Students may take work in either or in both.

1. Lectures and assigned written work. One hour a week for a year.

2. Written work and examination on assigned books. One hour a week for a year.

\*6. Missions.

Open to all college classes. One hour a week for a year.

Assigned reading, lectures, and class discussion. It is intended that this course shall give a good knowledge of mission fields at home and abroad, and also such understanding of mission methods as will fit students for practical service as leaders in mission work and study.

\*7. Bible Doctrines.

Open to all college classes. One hour a week for a year.

This course aims to give such knowledge of Bible doctrines as will help Sunday School teachers and other Christian workers.

## PHILOSOPHY

1. Psychology.

Required of juniors in the A.B. course and seniors in the B.S. course. Three hours a week for the first semester.  
Tuesday, Thursday, Saturday, 12.

2. Ethics.

Required of juniors in the A.B. course and seniors in the B.S. course who do not take Sociology. Three hours a week

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\* Hours of recitation to be arranged.

for the second semester. Tuesday, Thursday, Saturday, 12. This course will alternate with Sociology. It may be made an elective by students who take Sociology as a required subject.

\*[3. Sociology.

Required of juniors in the A.B. course and seniors in the B.S. course who do not take Ethics. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12. This course will alternate with Ethics. It may be made an elective by students who take Ethics as a required subject.

In this course special attention is given to present-day social problems and methods of reform.]

## IX. Education

MARY SHANNON SMITH, *Professor.*

LOUIS EDWARD LASHMAN, *Lecturer.*

It is essential that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly, with education and the training of children, the following courses should be of general value.

### REGULAR COURSES IN EDUCATION

\*†[1. History of Education.

Open to juniors and seniors. Two hours a week for a year. Wednesday, Friday, 10.

First semester: History of Education to Modern Times.

A somewhat hurried survey of the educational ideals and practices of the past, with special reference to their influence on the present.

Second semester: History of Education in Modern Times.

A more detailed study of education from the later sixteenth century, with an examination not only of the ideas of the great modern thinkers, but of the changes in the problem following the industrial revolution of the eighteenth century and the rise of democracy in the nineteenth.

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\* Not given in 1916-1917.

† Students may count a third hour by extra work under supervision of the Professor.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note-book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXTS.—Monroe, *History of Education*; Monroe, *Syllabus of the History of Education*.]

## \*2. Educational Psychology and Child Study.

Open to juniors and seniors. Two hours a week for a year.  
Wednesday, Friday, 10.

First semester: Educational Psychology.

In this course the principles of psychology that apply to education and teaching are studied in order that they may conform as far as possible to natural laws.

TEXTS.—Thorndike, *Elements of Psychology*; Thorndike, *Principles of Teaching*; collateral reading.

Second semester: The physical, mental and moral development of children.

This subject should have a special interest for all who expect to deal with child-life, whether in the home or school. The work is based on psychology.

TEXT.—Kirkpatrick, *Fundamentals of Child Study*; collateral reading.

There will be lectures, class discussions, and one or two papers.

It is expected that all students will have taken Biology and be taking General Psychology and Ethics.

## \*3. The Principles of Education and School and Classroom Management.

Open to seniors. Two hours a week for a year. Wednesday, Friday, 11.

Except in those cases where the natural ability of the student lies in primary or grade work, it is the common practice for graduates

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\* Students may count a third hour by extra work under supervision of the Professor. A.B. seniors are strongly advised to elect a third hour in Education 3.

of women's colleges who teach to go into departmental work in high schools or academies. The emphasis in this course will therefore be placed on that phase of work. The course will also develop the unity of the various periods of education, the general problems of classroom work, and some of the large fundamental questions connected with universal education.

When a student is definitely planning to teach in the grades, it will be helpful to elect the education courses in Art and Public School Music as an aid to the classroom teaching of these subjects in the public schools.

First semester: The Principles of Education.

A study of modern educational theory.

TEXTS.—Bagley, *The Educative Process*; McMurry, *How to Study and Teaching How to Study*; Spencer, *Education*; collateral reading.

Second semester: School and Classroom Management.

The work will include lectures on various problems of school and classroom management and a brief survey of the course of study prescribed by the State for the grades and high schools; preparation of lesson plans; school laws of the State.

Through the kindness of Superintendent Harper and the Raleigh Board of Education the students have the privilege of observing the work of experienced teachers in the various grades of the city schools and in the High School.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*; text-book library; collateral reading.

During the year the class will be expected to read these books recommended by the State on Secondary Education: *The North Carolina Handbook for High School Teachers*; one of the following: Brown, *The American High School*; Hart, *The Educational Resources of Village and Rural Communities*; Hollister, *High School Administration*; also *North Carolina Education and Current Events*.

#### \*[4. A Study of Secondary Education.

Open to seniors. One hour a week for a year. Hour of recitation to be arranged.

First semester: A brief history of Secondary Education in England and Germany, and a more detailed study of its development in the United States.

TEXT.—Brown, *The American High School*; collateral reading.

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\* Not given in 1916-1917.

Second semester: Organization; courses of study; methods of teaching.

Students are expected to have taken Education 1 or 2, or be taking Education 3.

TEXTS.—Johnston, *High School Education*; collateral reading.]

Besides a carefully selected library of modern books on education, the department has also a complete set of the United States Reports from 1867; the Bulletins of the United States Department of Education; a classified list of school reports and courses of study from typical towns, cities, and states throughout the country; a collection of pamphlets and articles on various subjects of current educational discussion and interest; a text-book library; and current educational magazines.

Students have also many educational advantages from the situation of Meredith in Raleigh.

### NEW COURSE FOR PLAYGROUND AND RECREATION WORKERS

Cities are growing more concerned as to the "leisure time problem" not only for children and young men and women, but also for the adults. The dangers of spending leisure time in idleness, in passive ways, in dissipation, are receiving greater emphasis. Play, as a means of education in school systems, is talked about among rural schools and county superintendents as well as among city educational leaders. City governments have now become more accustomed to thinking of the maintenance of the neighborhood play centers as a municipal function.

The demand for recreation leaders and playground directors is very great. During the past year 432 cities carried on supervised playground and recreation work, employing 7,507 workers. As the standard of efficiency has been raised in the field of professional social service work, it has become exceedingly difficult and undesirable to enter this occupation without definite training, both theoretical and practical. This course at Meredith College has accordingly been added to help supply the demand. Men and women in good health, having a natural ability to direct play, and with the proper training in playground and recreation management, together with the allied subjects—sociology, psychology, etc.—should find little difficulty in securing well-paid, responsible positions.



## 5. Play and Recreation.

Open to juniors and seniors of Meredith College who seem adapted for the work, to teachers in Raleigh and vicinity, and to mature students or graduates of other colleges. One hour a week for a year. Hour of recitation to be arranged.

Mr. Lashman.

This course is intended to meet the needs of:

1. General teachers who will have to direct play and recreation activities, either as part of their regular work or in summer playgrounds or winter recreation centers.
2. Playground supervisors, directors, and physical training teachers who expect to devote a part of their time to recreation activities.
3. Volunteer workers in social settlements and similar institutions who desire to understand the underlying principles of this part of their work.

Meredith students electing this course will be expected to have taken or to be taking the following:

1. Education 2, Educational Psychology and Child Study; or Education 3, The Principles of Education and Classroom Management.
2. Biology, Physiology and Hygiene, Sociology.
3. All of the Physical Education work possible with the Physical Director of the college.

Others taking the course would find it helpful to elect these courses at the college if they have not already had similar training elsewhere.

The problems to be discussed are the theories of playground work, its organization, management and administration; the psychological basis for play and its relation to other social and economic movements; play instincts of childhood; juvenile delinquency; community centers; rural recreation. Practical instruction will be given in plays and games, story-telling and industrial work. In coöperation with the Recreation Commission of the city of Raleigh, students enrolled in this course are afforded the opportunity to participate in the various forms of recreation work, including playground games, excursions, camping out, Boy Scouts, Camp-fire Girls, weaving, basketry, and story-telling, as conducted on the playgrounds and in the recreation centers under the control of the Recreation Commission.

TEXTS.—Johnson, *Education by Plays and Games*; Curtis, *Practical Conduct of Play*; collateral reading; *Directions for Written Work*.

Special fee for this course, \$7.50 each semester.



## X. Home Economics\*

MARIE WHITE, *Professor.*

LAURA WARREN BAILEY, *Instructor.*

### 1a. Cooking 1.

Required of freshmen in the B.S. course. Open to sophomores in the A.B. course. One lecture and two laboratory periods (one of three and one of two hours) each week throughout the year. Three hours credit. Lecture: Tuesday, 11 and 12.

Miss White.

This course includes a study of the principles and theories of cooking and their application to foods in regard to digestibility, palatability, and attractiveness. It aims to secure facility in use of utensils and materials.

Each student is required to cook and serve one meal.

### 2a. Cooking 2.

Required of sophomores in the B.S. course. Open only to students who have completed Cooking 1. One lecture and two laboratory periods a week (one of three and one of two hours) throughout the year. Three hours credit. Lecture: Tuesday, 10.

Miss White.

Continuation of work done in Cooking 1 with more advanced work. The cost of food is considered, the planning of menus; and a few lectures will be given in marketing.

Each student is required to cook and serve one luncheon and one dinner.

### 3a. Dietetics.

Required of seniors in the B.S. course. Open only to those who have completed Cooking 2. Three lectures a week for one semester. One and one-half hours credit. Tuesday, Thursday, Saturday, 9.

Miss White.

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\* Maximum credit allowed toward A.B. degree is six hours.

This course presents the application of the fundamental principles of nutrition under varying physiological and economical conditions. Menus are made for definite prices, and foods are studied as to their proper combinations and sources of supply.

#### 4a. Cooking 3.

Required of seniors in the B.S. course. Two laboratory periods (three hours each) a week the second semester. Three hours of work a week outside of class is required. One and one-half hours credit.

Miss White.

A general summation of the principles studied in Cooking 1, Cooking 2, and Dietetics, and the application of their principles to invalid and fancy cooking.

#### 1b. Sewing 1.

Required of freshmen in the B.S. course. One lecture and two laboratory periods (two hours each) a week throughout the year. Four hours of work a week outside of class is required. Three hours credit. Lecture: Tuesday and Saturday, 10.

Miss Bailey.

This course offers instruction and practice in plain hand and machine sewing; study of textiles, drafting of patterns, and the use of commercial patterns. Students furnish their own materials.

#### 2b. Sewing 2.

Required of juniors in the B.S. course. Two laboratory periods (two hours each) throughout the year. Two hours of work a week outside of class is required. Two hours credit.

Miss Bailey.

This course will be a continuation of Sewing 1 with more advanced work. It provides instruction in drafting, draping, and finishing of waists, gowns, and skirts.

## 1c. Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Two lectures a week throughout the year. Two hours credit. Tuesday, Thursday, 9.

Miss Bailey.

The first semester will consider the requirements with respect to sanitation, the materials, and costs of the house furnishings. The second semester will include the principles involved in the care of the house furnishings.

## \*[2c. Home Decoration.

Required of seniors in the B.S. course. Open to those who have completed Household Management. Two lectures a week throughout the year. Two hours credit.]

Miss White.

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\* Not given in 1916-1917.

**School of Art**



## School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL  
OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER;  
CHASE CLASS, LONDON.

ANNE STEPHENS NOBLE, *Instructor in China Painting.*

STUDENT CHOWAN COLLEGE; MRS. E. N. MARTIN, WASHINGTON, D. C.

The Art Department is accommodated in a large studio on the fourth floor of the Main Building. It is furnished with casts and such artistic material as is necessary for the work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction in this school is similar to that adopted by the leading instructors of New York and Philadelphia, and corresponds to the work done by the Academie Julien, Paris. It seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way. A club, which meets once in two weeks, gives the students an opportunity to know what is being done in the world of art at the present time and is also a pleasant social occasion. An excellent collection of art books and the best art magazines are in the College Library for use in all the work of the department.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

### Admission and Conditions

The general requirements are the same as for admission to the college.

To enter the School of Art in the regular course leading to graduation in art, the student must have completed fourteen units of the entrance requirements which may be offered for



the A.B. or B.S. degree. (See page 31.) She must offer three units in English, and three in Latin or two in French or German. She may be conditioned to the extent of two units, but a condition of not more than one unit will be allowed in English. Two slight conditions may be counted as one unit. A slight condition signifies that a student lacks a small part of the preparation in some subject.

Sophomores, juniors and seniors may be conditioned to the extent of three hours. A student who is conditioned in her studio work may not be classed as a senior.

### Requirements for Graduation

The regular course in the School of Art will cover four years. Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the course in the School of Art, and who have also completed thirty-one hours of literary work in addition to the fourteen units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

## Outline of Course for Diploma in Art

## Freshman Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Freehand drawing in charcoal from geometrical solids, vases, fruits, foliage and flowers.....	--	15	
Color analysis and values.....			
Flat washes in watercolor.....			
Modeling in clay.....			
Perspective in pencil drawings and pastel.....			
*English Composition 1.....	2	6	(59)
†Latin 4A } or } †French 1 } or } †German 1 }	3	9	(53)
			(55)
			(58)
*Electives.....	5	15	
Total hours of work each week, including preparation.....	--	45	

## Sophomore Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Elementary antique.....	--	18	
Still life painting.....			
Original designing.....			
Outdoor sketching.....			
Perspective.....			
Composition.....			
*English Literature 1.....	3	9	(60)
*History 1.....	3	9	(63)
*Electives.....	3	9	
Total hours of work each week, including preparation.....	--	45	

\* One hour of recitation is supposed to require two hours of preparation.

† When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡ Students will continue the foreign language offered for entrance.

## Junior Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Advanced antique.....	--	21	
Still life painting.....			
Illustration and composition.....			
Advanced modeling.....			
Life drawing.....			
Landscape painting.....			
*Art History 1.....	2	6	(83)
*Physiology (1st semester).....	1½	9	(66)
Recommended for Electives:			
*Physiology (2d semester).....	1½		
*Free Electives.....	3	9	
Total hours of work each week,		—	
including preparation.....	--	45	

## Senior Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Painting from still life in oil,	--	21	
watercolor and pastel.....			
Painting from the head and draped			
life model.....			
Landscape painting in all mediums.....			
Applied design.....			
Original compositions; normal work }			
*Art History 2.....	1	3	(83)
†*Electives.....	7	21	
Total hours of work each week,		—	
including preparation.....	--	45	

\* One hour of recitation is supposed to require two hours of preparation.

† When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡ Those expecting to teach are advised to elect Education 3.

## DEPARTMENT OF CHINA PAINTING

MISS NOBLE.

First year: Elements of ornamentation, principles of porcelain decoration, study of technique.

Second year: Enamels, lustres, and application of original designs.

## HISTORY OF ART

### 1. History of Art.

Required of juniors. Elective for A.B. and B.S. students.  
Prerequisite, English Composition I. Two hours a week for a year. Tuesday, Friday, 2:30.

FIRST SEMESTER: Architecture.

SECOND SEMESTER: Sculpture and Painting.

TEXTS.—Goodyear, *History of Art*; Reinach, *Apollo*; collateral reading.

### 2. Advanced History of Art.

Required of seniors. Elective for A.B. and B.S. students.  
Prerequisite, History of Art 1. One hour a week for a year.  
Hour to be arranged.

An intensive study of selected subjects and periods in Art, with lectures, discussions, and special history papers.

## Course in Art Education

Two hours a week for a year. Elective for A.B. or B.S. students, and as such counts one hour toward a degree. Wednesday, Friday, 12.

The following course is offered for those who are expecting to teach in the public schools; for those who wish to know something of the theory and practice of design as related to the home and the trades; and for those who wish to cultivate an appreciation of the principles of beauty as seen in nature and in the fine arts.

Art students may substitute this course for an equivalent part of the work of the senior year.

## FIRST SEMESTER:

1. Composition in line and mass; space arrangement; principles of rhythm, balance, emphasis and unity; Grade work for first and second years, based on the Prang System of Art Education; problems.

2. Theory, relations and harmony of color; color as to hue, value, intensity and luminosity; color applied to interior decoration; Grade work for third and fourth years; problems.

## SECOND SEMESTER:

3. Water-color painting; flowers, fruits and landscape; an elective craft; Grade work for fifth, sixth, and seventh years; problems.

4. Occasional lectures continuing through the year; a study of some historic masterpiece as related to our present-day problems; an elective craft.

5. Problems for high school work.

## **School of Music**





# Faculty of Music School

## ALBERT MILDENBERG,

PUPIL OF RAFAEL JOSEFFY, NEW YORK; JULES MASSENET, CONSERVATOIRE DE PARIS;  
OTTO HERMAN, ROYAL CONSERVATORY OF BERLIN; LECHETISKY, VIENNA;  
PUOCINI, MILAN; G. SGAMBATI, ROYAL ST. CAECILIA ACADEMY  
OF MUSIC, ROME.

DIRECTOR—PROFESSOR OF PIANO AND ORGAN, MUSICAL ANALYSIS.

## HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. MCKINLEY,  
NEW YORK; COTOGNI, ROME; MME. MATZA VON NIESSON STONE, BERLIN;  
CLERBOIS, PARIS; VILLANI, MILAN.

PROFESSOR OF VOICE CULTURE.

## CHARLOTTE RUEGGER,

FIRST PRIZE WITH HIGHEST DISTINCTION IN VIOLIN, ROYAL CONSERVATORY, BRUS-  
SELS, UNDER JEAN BAPTISTE COLYNS; SPECIAL VIOLIN PUPIL OF CESAR THOM-  
SON, FLORIAN ZAJIC; SIX FIRST PRIZES IN THEORETICAL WORK, ROYAL  
CONSERVATORY, BRUSSELS, UNDER F. A. GEVAERT, EDGAR TINEL,  
JOSEPH DUPONT, EMILE HUBERTI, F. W. KUFFERATH,  
MARIE TORDEUS.

PROFESSOR OF VIOLIN AND THEORETICAL WORK.

## HARRIETTE LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; ARTHUR J. HUBBARD, BOSTON; MME. MATZA VON  
NIESSON STONE, BERLIN.

PROFESSOR OF VOICE CULTURE.

## MARY ELIZABETH FUTRELL,

CERTIFICATE IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; ARTIST'S AND  
TEACHER'S DIPLOMA, NEW ENGLAND CONSERVATORY OF MUSIC.

PROFESSOR OF PIANO.

## MARY ELIZABETH McCULLERS, A.B.,

MEREDITH COLLEGE, A.B.; DIPLOMA IN PIANO, MEREDITH COLLEGE  
SCHOOL OF MUSIC.

INSTRUCTOR IN PIANO.

## MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY.

## GERTRUDE LOUISE ATMORE,

DIPLOMA, NEW YORK INSTITUTE OF MUSICAL ART.

INSTRUCTOR IN THEORETICAL WORK.

## Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work. Since it is generally recognized that in order to have a broad and thorough knowledge of the science and appreciation of music one must also be trained along other lines, a literary requirement for entrance and also for graduation is made in addition to the special music and theoretical work.

The school is equipped with thirty-six upright pianos, three grand pianos, one pedal piano, two organs, and a library of records of standard compositions for use on the pianola, making a thorough equipment for teaching technical and artistic proficiency.

### Admission to Music Classes

- A. Literary requirements.
- B. Musical and technical requirements.

#### A. *Literary requirements.*

For full admission to the freshman class a candidate must offer fourteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 32-43. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for a diploma in music must offer :

French	}	.....	2 units
or			
German	}		
English		.....	3 units
*Elective		.....	9 units
Total.....			14 units

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\*Any required or elective subject allowed for entrance to the A.B. course may be offered (see page 31); or a half unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

Students who do not present enough units for entrance to the freshman class in Music are classified as regular students in Meredith Academy, where it is expected they will take three literary subjects, the preparatory work in theory, and two hours of daily practice. All academy students who expect to major in music should complete the literary units as soon as possible, as such students do not come under the direct charge of the music faculty or specialize in music until they offer the units necessary for freshman entrance.

### *B. Musical and technical requirements.*

Students are graded in Music on entering according to the quality and not the quantity of work done; therefore, on entering they will be classified only tentatively until the quality of their entrance music can be determined. They will be assigned to teachers according to the grade of work which they are capable of doing. Resident students may not study except with teachers engaged by the college.

## Piano

First Year: Arm, hand and wrist foundation work, good hand position and finger action combined with wrist and arm training.

Trill exercise, two notes to a count, M. M. 60. All major scales one octave, separate hands, good legato touch, in quarter notes, not to exceed M. M. 80. Arpeggios in major and minor triads, alternating, beginning with left hand, ascending in first position, descending in second position.

Studies suggested: Margaret Martin, *Rhythm Pictures*; Mrs. Virgil, *Melodious Studies*, Book I; Duvernoy, *Op. 176*; Hans Harthan, *Childhood Days*, for reading.

Pieces: Dennee, *Petite Valse*; Gurliitt, *The Fair*; Dutton, *Rain Pitter Patters*.

Second Year: Further development of technical work.

Trill exercise, two notes at M. M. 100. Major and harmonic minor scales two octaves, separate hands, one and two notes M. M. 60. Triads and dominant seventh arpeggios, alternating, not faster than one note M. M. 80.

Studies: Kohler, *Op. 242*; Gurlitt, *Op. 197*.

Pieces: Heller, *L'Avalanche and Curious Story*; Schumann, *Happy Farmer*; Gurlitt, *Wanderer's Song*; Josef Low, *Teacher and Pupil*, for sight-reading.

Third year: Further development of technical work.

Trill exercise four notes M. M. 80. Major and minor scales two octaves, separate hands, one, two, and four notes M. M. 60, hands together, one note M. M. 60. Triads, alternate hands, dominant and diminished seventh arpeggios, two notes M. M. 60 not alternating.

Studies: Kohler, *Op. 50* at moderate speed; The Kleine Pischna Studies, Numbers 1, 2, 4, 5, 29, 31, 32.

Pieces: Mayer, *Butterflies*; Heller, *Op. 47*; Schumann, *Selections from Album for the Young*; Dennee, *Chase of the Butterflies*.

Sight-reading and easy selections.

Fourth Year: Trill exercise four notes M. M. 100. Major and harmonic minor scales four octaves, four notes M. M. 80. A knowledge of melodic minor scales. Arpeggios, one, two, and four notes M. M. 60; parallel and contrary, and broken form.

Studies: Duvernoy, *Op. 120* (five at speed M. M. 100), Heller, *Op. 47*; Pischna 36, 37, 38, 41, 42.

Pieces: Schytte, *Hide and Seek*; Handrock, *Scherzino*; Scharwenka, *Barcarolle*.

Sight-reading: D'Ourville, *Piano Duets*. Jackson's scales, chords, and modulations to be applied in second, third, and fourth years.

## Organ

An acquaintance with the piano keyboard and a facility in sight-reading is necessary before beginning organ. Therefore, those who contemplate taking work in this department should consult with the Dean. Students who take their diploma in Organ must do three years of work in this department after having completed and been examined on the freshman work in Piano.

## Violin

Correct position of violin and bow; a theoretical and practical knowledge of the first five positions; of major and minor scales. Hersey, *Method*; Wohlfahrt, *Etudes*; Danela, *One Octave Exercises and Etudes*, or their equivalent. This work requires about two years.

## Voice

Students wishing to take their diploma in Voice must offer the same entrance work in Piano as those majoring in Piano. The Voice work of students who cannot meet the entrance requirements will be rated as preparatory.

## Theory

A knowledge of notation; intonation; the diatonic and chromatic half-steps; the formation of major and minor scales, and of major and minor triads; relative keys, simple and compound time; tonality; ear-training and sight-singing; transposition.

## Conditioned Students

A freshman may be conditioned to the extent of two units. A condition of not more than one unit will be allowed in English, and only a slight condition will be allowed in the department in which she majors. Two slight conditions may be counted as one unit. A slight condition signifies that a student lacks a small part of the preparation in some subject.

Sophomores and juniors may have conditions not exceeding three hours, but not more than the equivalent of a half semester's work in technical music will be allowed.

Seniors may have a condition of three hours in their theoretical and literary work. No student may be rated as a senior if conditioned in the department in which she majors; she will be allowed until the end of the first semester to remove such a condition and be admitted to senior standing.

## Irregular Students

A music student who does not take a course leading to a diploma in music may be classed as an irregular student if she is able to meet the entrance requirements. She must offer three units in English and two in French or German. She may be conditioned to the extent of two units, but a condition of not



more than one unit is allowed in English. Irregular students are required to take fifteen hours a week.

### Requirements for Graduation

To be entitled to a diploma from the School of Music, the student, in addition to the fourteen units offered for entrance, must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, the required theoretical and literary courses, the required number of electives (see courses outlined, pages 94-97, for Diploma in Music), and must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Voice must have completed and been examined on the freshman work in Piano; and graduates in Organ or Violin the sophomore work in Piano.

Each music student is required to take approximately forty-five hours of work a week. This is the equivalent of the number of hours assigned the students in the A.B. and B.S. courses, where it is rated as fifteen hours of recitation and thirty hours of preparation. No student may take more than forty-eight hours of work a week, except by action of the faculty senate. Seniors are not required to take more than the number of hours necessary to obtain their diploma.

During the regular examination week at the end of the second semester all students studying in the School of Music, except nonresident students registered for music only, will take an examination before the college music teachers. Those taking preparatory music will have an examination before the instructors in that department.

### Public School Music

In order to meet the demand for well-equipped public school music supervisors, Meredith College offers a four-year course leading to a diploma in this subject, an outline of which may be found on pages 96-97.



The aim of this course is to train the student in subject-matter and to bring her to an appreciation of the general conditions to be found in the schoolroom, and to prepare her to meet, in an efficient manner, the supervisor's problems from the primary grades through the high school.

### **Students' Recitals**

Students' recitals are held every Thursday at five o'clock. All music students are required to attend and to take part in them when requested to do so by their teachers.

Only graduates and unconditioned seniors may give individual recitals. Those completing merely the work in Piano, Voice, Organ or Violin, but who have not taken the theoretical and literary work outlined in the course of study leading to a diploma in music, may appear in college programs only in groups of three as advanced students.

All students' recitals are under the direction of the Director, who will arrange the programs with the teachers whose students are to take part in them.

### **Concerts**

The students have frequent opportunities of hearing noted artists in concert, which is of incalculable benefit to those pursuing a musical education. Music students are expected to attend all concerts given under the auspices of the school.

Recitals are given at intervals during the session by the Music Faculty, which are free to all students.

### **Music Supplies**

Music students are expected to deposit a sum of money with the Bursar at the beginning of the session, sufficient to pay for sheet music and music supplies used. A ticket will be issued for each deposit, and unused coupons will be redeemed

in full at the end of the session. College students will deposit \$5.00; preparatory students, \$2.50.

Music supplies will be under the direction of the college, and may be gotten from the secretary at her office hours. No music will be charged to students.

## Outline of Course for Diploma in School of Music

### Freshman Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 1.....	2	6	(99)
*Theory 1.....	2	6	(99)
*English Composition 1.....	2	6	(59)
*French or German.....	3	9	(55)
Recitals.....		1	(93)
Two half-hour music lessons each week..		1	
†‡ Practice.....		15 to 16	
Total hours for work each week, including preparation.....		44 to 45	

### Sophomore Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 2.....	2	6	(100)
*Music History 1.....	2	6	(101)
*English Literature 1.....	3	9	(60)
*French or German.....	3	9	(55)
Ensemble.....		1	(103)
Recitals.....		1	(93)
Two half-hour music lessons each week....		1	
††‡ Practice.....		12½ to 15	
Total hours of work each week, including preparation.....		45 to 48	

\*Each hour of recitation is supposed to require two hours of preparation.

† Music students electing work in the college choir may count the time as one of the maximum number of practice hours.

‡ Students majoring in Organ practice one to two hours daily; the rest of their practice hours are in Piano.

§ Freshmen and sophomores in Voice practice only one or two hours daily in this subject; the remainder of their practice hours are in Piano, the freshman work of which is to be completed by the end of the sophomore year.

### Junior Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 3_____	2	6	(100)
*Music History 2_____	3	9	(101)
*Analysis 1_____	2	6	(101)
Music Pedagogy 1_____		1	(102)
Ensemble Playing_____		1	(103)
Interpretation Class_____		1	(103)
Recitals_____		1	(93)
Two half-hour music lessons each week__		1	
†‡ § Practice_____		20 to 21	
Total hours of work each week, including preparation_____		<hr/> 46 to 47	

### Senior Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 4_____	2	6	(100)
*Music Pedagogy 2_____	1	3	(102)
*¶ Electives_____	4	12	
Ensemble Playing_____		1	(103)
Interpretation Class_____		1	(103)
Recitals_____		1	(93)
Two half-hour music lessons each week__		1	
†‡ § Practice_____		20 to 21	
Total hours of work each week, including preparation_____		<hr/> 45 to 46	

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\*Each hour of recitation is supposed to require two hours of preparation.

† Music students electing work in the college choir may count the time as one of the twenty-one practice hours.

‡ Students majoring in Organ practice two hours daily; the rest of their practice hours are in Piano.

§ Juniors and seniors majoring in Voice practice two hours daily. The other hours are made up by electing sophomore Piano or some college literary subject. However, students are strongly advised to elect Piano.

¶ Those expecting to teach are advised to elect Education 3.

## Outline of Course for Diploma in Public School Music

## Freshman Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 1-----	2	6	(99)
*Theory 1-----	2	6	(99)
*English Composition 1-----	2	6	(59)
*Modern Language 1-----	3	9	(55)
Recitals-----		1	(93)
Two half-hour piano lessons each week--		1	
†Practice-----		15 to 16	
Total hours of work each week, including preparation-----		<hr/> 44 to 45	

## Sophomore Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 2-----	2	6	(100)
*Music History 1-----	2	6	(101)
*English Literature 1-----	3	9	(60)
*Modern Language 2-----	3	9	(55)
Ensemble-----		1	(103)
Recitals-----		1	(93)
Two half-hour piano lessons each week--		1	
†Practice-----		12½ to 15	
Total hours of work each week, including preparation-----		<hr/> 45½ to 48	

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\*Each hour of recitation is supposed to require two hours of preparation.

† Music students electing work in the college choir may count the time as one of the maximum number of weekly practice hours.

### Junior Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 3-----	2	6	(100)
*Music History 2-----	3	9	(101)
*Methods 1-----	2	6	(102)
Music Pedagogy 1-----		1	(102)
*Psychology, 1st semester-----	1½ }	9	(68)
*Education 2, 2d semester-----	1½ }		(70)
†Electives-----	3	9	
Recitals-----		1	(93)
Two half-hour voice lessons each week--		1	
‡Practice-----		5 to 6	
Total hours of work each week, including preparation-----		<hr/> 47 to 48	

### Senior Year

Subjects	Credit Hours	Total Hours	Page
*Music Pedagogy 2-----	1	3	(102)
*Analysis 1-----	2	6	(101)
*Education 3-----	2	6	(70)
*†Electives-----	7	21	
College Choir-----		1	(104)
Recitals-----		1	(93)
Two half-hour voice lessons each week--		1	
‡Practice-----		5 to 6	
Total hours of work each week, including preparation-----		<hr/> 44 to 45	

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\*Each hour of recitation is supposed to require two hours of preparation.

† These elective hours may be chosen from the A.B. or B.S. course, subject to the approval of the Dean, or another year's work in Piano may be taken.

‡ Music students electing work in the college choir may count the time as one of the six practice hours.

## Schedule of Recitations, School of Music

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	English Comp. 1 (a) English Lit. 1 (a)	English Comp. 1 (b) Harmony 1 Music History 1	English Comp. 1 (a) English Lit. 1 (a)	English Comp. 1 (b) Harmony 1	Music History 1
10:00	Music History 2	Education 2 Analysis 1	Music History 2	Education 2 Analysis 1	Music History 2
11:00	French 1 Harmony 3	French 1 Education 3 Harmony 2		French 1 Education 3 Harmony 3	Harmony 2
12:00	German 1 Psychology	Music Pedagogy 1 Harmony 4	German 1 Psychology Music Pedagogy 2		German 1 Psychology Harmony 4
1:30	English Comp. 1 (c) English Lit. 1 (b) Theory 1	Methods 1	English Comp. 1 (c) English Lit. 1 (b) Theory 1	English Lit. 1 (a) Theory 1 Methods 1	English Lit. 1 (b) Theory 1
3:30			Choir Rehearsal		
5:00		Interpretation	Recital	Ensemble	

## Theoretical Courses\*

### Theory

#### 1. †Theory and Sightsinging (Solfeggio).

Required of all freshmen in Music. Four hours of class work and two hours of preparation a week, making two credit hours. Tuesday, Thursday, Friday, Saturday, 1:30.

Miss Atmore.

First semester: Notation and accent (natural and artificial); rhythm; tempo; the composition of diminished and augmented intervals; diatonic and chromatic scales; modulation; acoustics; clefs; music terminology.

Recognition by ear and production by voice of all diatonic and chromatic intervals of major and minor triads and their inversions, and of the chord of the dominant seventh; the study of all simple and compound time and rhythms; sightsinging exercises including the above; dictation exercises similar to the sightsinging exercises.

Second semester: Recognition by ear and production by voice of all secondary and diminished seventh and ninth chords, and of all irregular and syncopated rhythms; sightsinging exercises including the above, also distant and enharmonic modulations; dictation exercises similar to the sightsinging exercises; transposition of exercises in all major and minor keys; a brief study of musical instruments in use in a modern orchestra.

### Harmony

#### 1. Harmony.

Required of freshmen. Elective for A.B. and B.S. students if followed by Harmony 2. Two hours a week for a year. Wednesday, Friday, 9.

Miss Atmore.

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\* Maximum credit allowed toward the A.B. or B.S. degree is six hours.

† Those wishing to take this course must have completed Preparatory Theory as outlined on page 91.



Triads and their inversions in four-part harmony (open); dominant seventh chord; cadences both written and played; first species of modulation; the harmonizing of simple basses and sopranos both by writing and at the keyboard.

TEXT.—Heacox and Lehmann, *Lessons in Harmony*.

## 2. Harmony.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Saturday, 11.

Miss Ruegger.

Second species of modulation; the use of all secondary seventh and ninth chords; passing tones; the harmonization both written and at the keyboard of figured and unfigured basses; accompaniments to easy melodies; original work in form of hymn-tunes and easy instrumental pieces.

TEXT.—Heacox and Lehmann, *Lessons in Harmony*.

## 3. Advanced Harmony.

Required of juniors. Elective for A.B. and B.S. students. Two hours a week for a year. Tuesday, Friday, 11.

Miss Ruegger.

Suspensions; altered chords; chromatic and enharmonic harmonies; distant and enharmonic modulations; harmonization by writing and at the keyboard of difficult basses and sopranos; the accompanying at sight of easy melodies with no given bass; original composition.

TEXT.—Heacox and Lehmann, *Lessons in Harmony*.

## 4. Counterpoint.

Required of seniors. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Saturday, 12.

Miss Ruegger.

Simple counterpoint in various species; double counterpoint; harmonization at the keyboard of Bach's figured chorales.

TEXT.—Lehmann, *Counterpoint*.

## Analysis

### 1. Musical Form and Analysis.

Required of juniors. Elective for A.B. and B.S. students.  
Two hours a week for a year. Wednesday, Friday, 10.

Mr. Mildenberg.

This course embraces the analysis of various musical forms; primary, song, rondo, fugue, and sonata; opera, symphony and chamber music. The course also includes all art forms—particularly those bearing directly on or influencing the change in musical forms; the relative positions of the arts of music, sculpture, painting and literature; a complete study of music terminology as applied in foreign languages and their translations into their English equivalents; the Greek drama form as applied to the music drama; the Symphonic Poem, or Tone Poem; study of the dramatic or stage use of music for pure dramatic effects; the influence of the ecclesiastic forms on the development of opera and symphonic music; the Gregorian Chant.

## History of Music

### 1. History of Music.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Saturday, 9.

Miss McCullers.

First semester: A history of Music from primitive times to the period of Johann Sebastian Bach.

Second semester: From the work of Bach to the present time.

This is a sophomore study, and should not be taken until English Composition 1 has been completed.

TEXT.—Baltzell, *History of Music*; collateral reading.

### 2. Advanced History of Music.

Required of juniors. Elective for A.B. and B.S. students. Three hours a week for a year. Tuesday, Thursday, Saturday, 10. Prerequisite, History of Music 1.

Miss Ruegger.

A more detailed and intensive study of music from the work of Johann Sebastian Bach to the present time with the background of political and social history; one of the three hours of the class will occasionally be used for recitals illustrative of the work being covered.

TEXT.—Dickinson, *The Study of the History of Music*; collateral reading.

## Music Pedagogy

### 1. Music Pedagogy.

Required of juniors. One lecture each week. Wednesday, 12. This work does not require preparation.

Mrs. Ferrell.

Methods of teaching to individual children notation, ear training, hand training, piano technic, rhythm, theory, the art of story telling; material for music work in the early grades.

### 2. Music Pedagogy.

Required of seniors. One hour a week for a year. Thursday, 12.

Mrs. Ferrell.

Continuation of the work of the junior year; methods of presenting in class work notation, ear training, hand training, piano technic, rhythm, theory, etc.; also simple harmony, including major and minor scales, major and minor triads, dominant seventh and diminished chords; lectures on general aspects of piano teaching. Students taking this work do two hours of practice teaching each week under the direct supervision of the instructor.

## Public School Music Methods

### 1. Public School Methods.

Required of juniors in Public School Music. Elective for A.B. and B.S. students, and as such counts one hour toward a degree. Two hours a week for a year. Wednesday, Friday, 1:30.

Miss Atmore.

Problems and methods of music instruction in the grades and in the high school; monotones; melody writing; beating time; sight-reading; individual and part singing; rote songs; how to conduct the music period; formation and conducting of school choruses and orchestras; the necessity for music study in public schools; supervision; relation of supervisor to other teachers, the superintendent, and to the community.

## Ensemble Playing

Required of sophomores, juniors and seniors in piano, violin and organ. One hour a week for the year. Wednesday, 5 P. M.

Miss Ruegger.

Four- and eight-hand arrangements of the simpler overtures and symphonies of the classical masters, with the addition of stringed instruments, are studied. Ensemble is valuable in that it cultivates self-control, proficiency in sight-reading, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

## Interpretation Class

Required of all juniors and seniors in music. One hour a week for the year. Friday, 5 P. M.

Miss Ruegger.

The aim of this class is to enable the students to enjoy the work of all periods and styles through a knowledge of the æsthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also the forms of expression peculiar to him. The compositions studied by different members of the class are analyzed in this way, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire.

## Chorus and Choir Training

### 1. Chorus and Choir Training.

Open to all students having good singing voices. Required of sophomore, junior, and senior students in voice culture and all regular music students having good singing voices. One hour a week for a year. Thursday, 3:30.

Mr. Mildenberg.

Thursday afternoons are the regular rehearsals of the College choir, composed of fifty-two selected voices. The best music, consisting of hymns, chants, anthems and choruses, is studied. The choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons, and on other public occasions.

## Department of Pianoforte

ALBERT MILDENBERG, *Director*.

MARY ELIZABETH FUTRELL, *Professor*.

MARY ELIZABETH MCCULLERS, *Instructor*.

### 1. FRESHMAN.

Technical exercises for the development of flexibility and velocity. Practice of scales, chords, arpeggios, and passage work in various rhythms, selected studies in the grade of the following: Czerny, *Op. 229*; Krause, *Trill Studies, Op. 2*; Heller, *Selected Studies*; Bach, *Little Preludes*; *The Little Pischna*; Habervier, *Etudes*; Jensen, *Etudes*; Jackson, *Scales and Chords*.

Easy sonatas and other compositions by standard composers at the discretion of the teacher.

### 2. SOPHOMORE.

Technical exercises requiring a higher degree of velocity and mental and musical control. Practice of scales, chords, arpeggios with various accents and rhythmical treatment.

Doering, *Octave Studies*; Cramer, *Selected Studies*; Bach, *Two and Three-part Inventions*; Czerny, *Op. 740*; Sonatas and other standard compositions of medium difficulty; Pischna, advanced; Lebert and Stark, *Rhythm and Embellishment Studies*.

### 3. JUNIOR.

Special technical exercises for overcoming the difficulties met with in the works of classic and modern composers.

Kullak, *Octave School, Part I*; Clementi, *Gradus Ad Parnassum*; Kleinmichael, *Special Etudes, Op. 50, Books I and II*; Chopin, *Preludes*; Sonatas and Solo works by Beethoven, Schumann, Mendelssohn, and other compositions of merit, character, and excellence by composers of all periods.

### 4. SENIOR.

Advanced technical work continued.

Bach, selections from the *Well-tempered Clavichord*; special Etudes of different composers appropriate to this grade; Chopin, the easier Etudes; standard compositions by Beethoven, Mendelssohn, von Weber, Tschaikowsky, Brahms, Grieg; Czerny, *Toccata*; Schumann, *Toccata*; Schumann, *Fashingsschwank*; Mendelssohn, *Fugues and Preludes*.

### 5. GRADUATE COURSE.

For those desiring to perfect themselves more fully in the technic and the artistic rendering of the more difficult Etudes of Chopin, Liszt, Henselt, Rubinstein, etc., and the larger and more important works of the entire range of piano literature, with special reference to working up a repertoire for public performance. Wide discretion will be exercised in selecting works to be studied.

Concertos, concert stücke and accompanied works in concerto form; chamber music; piano trios and quartettes.

## Department of Organ

ALBERT MILDENBERG, *Professor*.

### 1. \*FRESHMAN.

Technical exercises for the development of flexibility and velocity. Practice of scales, chords, arpeggios, and passage work in various rhythms, selected studies in the grade of the following: Czerny,

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\* As students who take their diploma in Organ must do three years in the department after having completed the freshman work in Piano, the freshman year will be devoted to Piano, and the regular work in Organ will begin with the sophomore year.



*Op. 229*; Krause, *Trill Studies, Op. 2*; Heller, *Selected Studies*; Bach, *Little Preludes*; *The Little Pischna*; Habervier, *Etudes*; Jensen, *Etudes*; Jackson, *Scales and Chords*.

Easy sonatas and other compositions by standard composers at the discretion of the teacher.

## 2. †SOPHOMORE.

Pedal Scales; Broken Intervals and Arpeggios. Clemmens, *Organ School*, Book I; Whiting, *Pedal Studies for Beginners*, Book II; Smaller pieces in romantic style; Hymn playing; Bach, *Easy Preludes and Fugues*, A minor, G minor, F. major, E minor, C. minor, C major; *Choral Preludes* from Bach's organ pieces arranged by Dr. S. DeLange.

## 3. †JUNIOR.

Schneider, *Pedal Studies*; Dudley Buck, *Phrasing Studies*; Bach, *Little Preludes and Fugues*; Pieces by Dubois, Lemare, Guilmant and others. Modulation and transposition for church use; Pfizner, *Art of Pedaling*; Nilson, *Special Studies for Pedaling*; Accompanying; Sacred songs; Bach, special works (edited by Widor); Choral Fantasies; Partitas.

## 4. †SENIOR.

Bach, *Greater Preludes and Fugues*; Sonatas by Guilmant, Rogers, Rheinberger, Mendelssohn. Larger compositions of Dubois, Lemmens, Buck, Merkel and Saint-Saëns; Bach, *The Eighteen Chorales*; Orchestra organ pieces; Improvisation on themes; Transposing; Fugue and canon improvising; the larger sonatas and fugues.

# Department of Violin

CHARLOTTE RUEGGER, *Professor*.

## 1. FRESHMAN.

Major and minor scales in two octaves; Meerts, *Elementary Studies*; Kayser, 36 *Etudes*; Mazas, *Special Studies*; Léonard, *Petite Gymnastique*; Seitz, *Pupils' Concerts*; Singelée, *Fantasies*, etc.; Ortman, *Concertos*.

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† As graduates in Organ must have completed and been examined on sophomore Piano, students will continue their piano work after the freshman year, with at least one lesson a week.



## 2. SOPHOMORE.

Major and minor scales and arpeggios in three octaves; Dont, *Etudes*, 37 and Op. 26; Meerts, *Le Mekanisme du Violon*; Scevick, Books 2 and 3; Léonard, *La Grande Gymnastique du Violon*; Mazas, *Etudes Brillantes*; Accolay, *Concerto in A Minor*; Correlli, *Sonatas* 8 and 10; Hadyn, *Sonatas*; Beriot, *Scène de Ballet*; Léonard, 6 *Solos*.

## 3. JUNIOR.

Major and minor scales and arpeggios in three octaves; Kreutzer, 42 *Etudes*; Fiorillo, 36 *Etudes*; Campagnoli, *Divertissements*; Concertos by Viotti, Rode, Beriot; Nardini, *Sonata in D*; Handel, *Sonatas*.

## 4. SENIOR.

Scales in double stops; Rode, 24 *Etudes*; Gavinies, 24 *Matinees*; Rovelli, *Etudes*; Bach, 6 *Sonatas*; Concertos by Vieuxtemps, Spohr, Godard, Mendelssohn, Bruch.

# Department of Voice Culture

HELEN MARIE DAY, *Professor*.

HARRIETTE LOUISE DAY, *Professor*.

## 1. FRESHMAN.

Development of the chest; breath control and its influence on tone; breathing allied with attack, tone placing and tone formation; resonance; throaty, nasal, and white tones corrected; tremolo eliminated.

STUDIES.—Behnke and Pearce; Conccone; Vaccai.

## 2. SOPHOMORE.

Exercises for breath control, tone placing, and tone formation continued. Exercises for the equalization of the registers; staccato tone and attack; sustaining tones and supporting the voice on the breath.

Studies by Conccone and Vaccai; Easy songs in English.

## 3. JUNIOR.

Technical preparation; tone coloring; dynamics, the mezzo voce; the portamento; treatment of vowels and consonants; cadenzas, mordents, and trills.

STUDIES.—Concone in Italian; Abt and Marchesi; Songs in English.

## 4. SENIOR.

Flexibility; the broad dramatic, florid, coloratura styles; the pure legato; interpretation, style, diction, expression, phrasing, and enunciation; stage presence.

STUDIES.—Italian Anthology of Song; the oratorio arias; excerpts from standard operas; songs from the German, French, Italian, and English schools.

Second, third, and fourth year vocal students in residence are required to become members of the College choir at the option of the Dean.

As graduates in voice must have attained the grade of sophomore in piano playing, voice students will generally also be studying in the Piano Department. Voice students practice only one to two hours daily; therefore, the remainder of their practice hours are in piano.

## Needs of the College

The standard of college education is advancing so rapidly in the South that it will be necessary for the endowment to be constantly increased if Meredith is to carry out the ideals of its founders. Each year additional library and laboratory equipment makes itself more strongly felt, and higher salaries are demanded by experienced college-trained teachers. Especially will the Department of Home Economics, which was added in September, 1914, increase the expenses of the College in laboratory and faculty equipment.

As Meredith has been rated by educational authorities as coming nearer to the standard set by the Association of Colleges and Secondary Schools of the Southern States than any other college for women in North Carolina, we hope that those interested in the education of women will enable us to increase our equipment so that we may fulfill all the conditions now demanded by standard colleges.

In order to do this, it will be necessary for us to have gifts and bequests providing for:

1. New Dormitories.
2. Science Building.
3. Increase of General Endowment.
4. Endowment of Professorships.
5. Loan Fund.
6. Scholarships.\*
7. Gymnasium.
8. Infirmary Building.
9. Library Building.
10. Music Building.
11. Laundry Building.
12. Larger Grounds.

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\* Income from one thousand dollars at six per cent will endow a tuition scholarship; income from four thousand dollars will endow a scholarship covering all expenses.

Since many in the State are unable to make large donations, we must depend for the present mainly on legacies and numerous small gifts; hence we suggest the following forms to any desiring to make a bequest to the college in their wills:

I give and bequeath to Meredith College the sum of..... dollars, for the use and benefit of the said college.

I give and bequeath to Meredith College the sum of..... thousand dollars, to be invested and called the..... Scholarship (or Professorship).

I give and bequeath to Meredith College the sum of..... thousand dollars to be used for a.....building.

# Register of College Students

## A.B. and B.S. Courses

### Senior Class

Brown, Alberta Newton, A.B.....	Asheville.
Covington, Cornelia Evermond, A.B.....	Florence, S. C.
Fowler, Nellie Blake, A.B. ....	Wilkesboro.
Harper, Helen Earle, A.B.....	Baltimore, Md.
Kent, Anne Olivia, A.B.....	Lenoir.
Newton, Clara Barton, A.B.....	Kerr.
Owen, Mary Ruth, A.B.....	Clarksville, Va.
Parker, Ella, A.B.....	Mt. Gilead.
Royster, Esther Frances, A.B.....	Henderson.
Sawyer, Cora Della, A.B.....	Columbia.
Thompson, Irene Lillian, A.B.....	Mt. Airy.
Vann, Dorothy McDowell, B.S.....	Raleigh.
Wall, Ida Ethel, A.B.....	Wallburg.
Wall, Martha Christine, A.B.....	Wallburg.

### Junior Class

Ashcraft, Annie May, A.B.....	Monroe.
Bird, Rosella, B.S.....	Mt. Olive.
Carmon, Bessie, A.B.....	New Bern.
Carter, Amy Lee, A.B.....	Asheville.
Craig, Annie Elizabeth, A.B. ....	Monroe.
Dellinger, Cora Edna, A.B.....	Fallston.
Dew, Teressa, A.B. ....	Latta, S. C.
Draughan, Alexandra Jane, A.B. ....	Dunn.
Garvey, Margaret Hilda, B.S.....	Wilmington.
Higgs, Lelia Shields, A.B.....	Greenville.
Hocutt, Rosa, A.B.....	Ashton.
Holding, Louise Cox, A.B.....	Wake Forest.
Johnson, Mary Lynch, A.B.....	Rocky Mount.
Joyner, Nancy Elizabeth, A.B.....	Garysburg.
Knott, Sophia Jane, A.B.....	Kinston.
Norwood, Oma Ceola, A.B.....	Neuse.
Osborne, Mattie Wood, B.S.....	Clyde.
Paschal, Nell Adelaide, A.B.....	Goldston.

Phillips, Lucile, B.S. ....	Durham.
Pope, Annie Lee, A.B. ....	Dunn.
Snow, Maisie Frances, B.S. ....	Crutchfield.
Tabor, Blanche, A.B. ....	Rosman.
Vann, Elizabeth Rogers, A.B. ....	Raleigh.
Williams, Mildred, A.B. ....	Lumberton.

### Sophomore Class

Alderman, Lucy Agnes, B.S. ....	Edenton.
Ashworth, Lillie Belle, A.B. ....	Scotland Neck.
Aydlett, Helen Byrd, A.B. ....	Elizabeth City.
Bailey, Beulah Mae, B.S. ....	Kenly.
Ball, Earla Ravenscraft, A.B. ....	Ditchley, Va.
Beasley, Harriet Stewart, B.S. ....	Monroe.
Bradsher, Mildred Josephine, B.S. ....	Roxboro.
Brewer, Ellen Dozier, A.B. ....	Raleigh.
Bunch, Abscilla Albania, A.B. ....	Edenton.
Carter, Mattie May Bryan, A.B. ....	Asheville.
Current, Jeanette Lamina, A.B. ....	Woodleaf.
Haislip, Lillian Elsom, A.B. ....	Church View, Va.
Haynes, French, A.B. ....	Clyde.
Heinzerling, Myrtle Louise, A.B. ....	Statesville.
Hoover, Shasta Alice, B.S. ....	Crouse.
Jessup, Katherine Elizabeth, A.B. ....	Baskerville, Va.
Josey, Lydia Bruce, B.S. ....	Scotland Neck.
MacKenzie, Mary, A.B. ....	Chadbourn.
Martin, Essie, A.B. ....	Alexander.
Matthews, Katherine, A.B. ....	Maxton.
Maynard, Margaret Lillian, B.S. ....	Apex.
Mercer, Annie Williams, A.B. ....	Thomasville.
Miller, Lois, A.B. ....	Fairmont.
Mills, Minnie Lewis, A.B. ....	Wake Forest.
Mullen, Irene Modelle, A.B. ....	Bunn.
Nall, Annie Mabelle, A.B. ....	Sanford.
Norwood, Mary Law, A.B. ....	Goldsboro.
Olive, Grace Carlton, A.B. ....	Apex.
Parker, Ethel Mae, A.B. ....	Kings Mountain.
Rogers, Carmen Lou, A.B. ....	Creedmoor.
Smith, Ethel, B.S. ....	Cary.
Snider, Mary, B.S. ....	Durham.
Snyder, Verdie Elizabeth, B.S. ....	Salisbury.

**Freshman Class**

Ashcraft, Mary Boshamer, A.B.....	Wadesboro.
Barrow, Lena Rogers, B.S. ....	Raleigh.
Beasley, Mildred Anderson, A.B.....	Kenansville.
Beddingfield, Mary Thelma, B.S.....	Wake Forest.
Benton, Laura Moore, A.B.....	Monroe.
Brackett, Annie Laurie, A.B. ....	Landrum, S. C.
Brooks, Inez Lorraine, B.S.....	Woodsdale.
Bynum, Ethel, A.B.....	Hope Mills.
Cates, Julia Vancouver, A.B. ....	Burlington.
Cheek, Lucile Marie, B.S.....	Ore Hill.
Clement, Irene Gladys, B.S.....	Mocksville.
Covington, Kathleen, A.B.....	Wadesboro.
Edwards, Emily, B.S.....	Scotland Neck.
Elliott, Esther Hedgines, B.S.....	Tyner.
English, Ethel, B.S.....	Mars Hill.
Farrell, Mary Lucy, B.S.....	Winston-Salem.
Faulkner, Georgia Pearl, B.S.....	Brevard.
Fletcher, Mary Belle, A.B.....	Durham.
Gardner, Allie, B.S.....	Edenton.
Gibson, Annie Laurie, A.B.....	Laurel Hill.
Hamilton, Katherine Eunice, A.B.....	Jonesboro.
Harward, Ellamae, A.B.....	Moncure.
Healy, Margaret Catherine, A.B.....	Streets, Va.
Hendren, Rochelle, B.S.....	Chadbourn.
Herring, Celia, A.B.....	Shanghai, China.
Higgs, Madeline, B.S.....	Greenville.
Hinson, Annie Theresa, B.S.....	Charlotte.
Hocutt, Berta, A.B.....	Ashton.
Hubbel, Ruth, A.B.....	State Road.
Hunt, Gertrude Elizabeth, B.S.....	Greenville, S. C.
Jenkins, Marie, B.S.....	Aulander.
Jordan, Annie Sitton, A.B.....	Calvert.
Joyner, Beulah, B.S.....	Rocky Mount.
Kitchin, Gertrude Arrington, B.S.....	Scotland Neck.
Livingston, Mary McNeill, B.S.....	Laurinburg.
Lowry, Annie Mae, B.S.....	Raleigh.
Lyon, Jane Alma, A.B.....	Windsor.
McNeill, Vivian Atwood, A.B.....	Lumberton.
Martin, Avarie MacDuffy, A.B.....	Granite Falls.
Middleton, Lucy Katherine, B.S.....	Raleigh.



Murray, Margaret Katherine, A.B.....	Rose Hill.
Olive, Myra Vivian, A.B.....	Fayetteville.
Page, Ona Belle, B.S. ....	Durham.
Parker, Annie Mary, A.B.....	Ahoskie.
Pendergraph, Bertha, B.S.....	Durham.
Peterson, Mary Claire, A.B.....	Wilmington.
Pope, Sadie Rae, B.S.....	Lumberton.
Ray, Bonnie Estelle, A.B.....	Clinton.
Ray, Willa Margaret, B.S.....	Raleigh.
Reynolds, Lulie Snow Westbrook Virginia, B.S.....	Raleigh.
Riddick, Elsie Pearl, A.B.....	Asheville.
Shaw, Lillian Elsie, A.B.....	Winton.
Smith, Katherine Clark, B.S.....	Raleigh.
Stafford, Lillian, B.S. ....	North Wilkesboro.
Stamey, Della, A.B.....	Fallston.
Stell, Elizabeth, B.S.....	Raleigh.
Taylor, Ruth Carroll, A.B.....	Dunn.
Tickle, Flossie Alice, A.B.....	Burlington.
Watkins, Catherine Inez, A.B.....	Goldsboro.
White, Mary Estelle, B.S.....	Edenton.
Whitley, Mary, B.S.....	Zebulon.
Wiggs, Clellie Landon, B.S.....	Zebulon.
Willis, Edna Earle, B.S.....	Washington.
Wishart, Rosa Vaughn, A.B.....	Lumberton.

### Special Students

Brooks, Mary Ida.....	Jonesboro.
Cooper, Mrs. Electa Foote.....	Statesville.
Marion, Jessie Almer.....	Raleigh.
Saintsing, Katherine Lorena.....	Wake Forest.

# Summary

## SENIORS:

Registered for A.B. Degree.....	13	
Registered for B.S. Degree.....	1	
		<hr/>
Total .....		14

## JUNIORS:

Registered for A.B. Degree.....	19	
Registered for B.S. Degree.....	5	
		<hr/>
Total .....		24

## SOPHOMORES:

Registered for A.B. Degree.....	23	
Registered for B.S. Degree.....	10	
		<hr/>
Total .....		33

## FRESHMEN:

Registered for A.B. Degree.....	31	
Registered for B.S. Degree.....	33	
		<hr/>
Total .....		64

Total registered for A.B. Degree.....	86	
Total registered for B.S. Degree.....	49	
		<hr/>

Total number college classmen.....	135	
Special .....	4	

Students from other Schools taking work in the College  
are as follows:

From Art classmen .....	6	
From Music classmen .....	53	
		<hr/>
		59
From the Academy .....		27
		<hr/>
Total .....		225

# Register of Students

## School of Art

### Senior Class

Bradsher, Edna Earle.....	Roxboro
Eddins, Lola Vann .....	Palmerville.

### Junior Class

Vernon, Carrie Sue .....	Burlington
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### Sophomore Class

Ballentine, Mabel .....	Cardenas
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*A.B., Meredith College.*

Baucom, Lillian Irene .....	Raleigh.
Farrior, Hester Pickett .....	Raleigh.

### Freshman Class

Yates, Mildred .....	Raleigh.
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### Art Only

Cameron, Mrs. Mary Lee .....	Raleigh.
Knight, Mary Elizabeth.....	Knightdale.
Martin, Velma .....	Mocksville.

*A.B., Salem College.*

McPherson, Helen Primrose, Mrs. ....	Raleigh.
Simpkins, Hallie .....	Raleigh.
Speight, Francis, Mr. ....	Windsor.
Speight, Tulie Irene .....	Windsor.
Tucker, Lila Agnes .....	Trafford City, Pa.
Wrenn, Evelyn .....	Raleigh.

## Summary

Seniors .....	2	
Juniors .....	1	
Sophomores .....	3	
Freshmen .....	1	
	<hr/>	7
Art only .....		9
Students from College classmen electing Art.....	2	
Students from Academy electing Art.....	2	
	<hr/>	4
Students from other Schools electing work in Art History as follows:		
From College classmen .....	18	
From School of Music .....	3	
	<hr/>	21
Students from other Schools electing Art Education as follows:		
From College classmen.....	10	
From School of Music.....	1	
	<hr/>	11
	<hr/>	
Total .....		52

# Register of Students

## School of Music

### Graduates

Johnson, Katherine Campbell, Voice .....Thomasville.  
*Diploma in Voice, Meredith College.*

### Senior Class

Britt, Eunice Stansel, Voice .....Lumberton.  
Campbell, Bessie Pearson, Piano.....Buie's Creek.  
Ferrell, Mary Lois, Piano.....Raleigh.  
Gordon, Corinne Park, Voice.....Baskerville, Va.  
Hendren, Mary Elizabeth, Piano.....Chadbourn.  
Lane, Eva Maude, Voice.....Auburn.  
Norris, Elia Rand, Public School Music.....Holly Springs.  
Parker, Irene Weller, Voice.....Rocky Mount.  
Pruette, Mary Olivia, Organ .....Charlotte.

### Junior Class

Bell, Lorna Helen, Voice.....Wakefield.  
Harris, Roxie Peebles, Public School Music.....Mapleville.  
Heinzerling, Amy Anderson, Piano.....Statesville.  
Hocutt, Naomi, Piano.....Graham.  
Owen, Grace Baldwin, Piano.....Mintz.  
Page, Nellie Ruth, Piano.....Morrisville.  
Pridgen, Roberta Elizabeth, Public School Music.....Kinston.  
Royall, Elizabeth, Piano.....Wake Forest

### Sophomore Class

Howard, Lettie Jean, Piano .....Salemberg.

### Freshman Class

Barbour, Thelma, Voice .....Clayton.  
Brantley, Elsie Josephine, Piano .....Spring Hope.  
Brinkley, Katharine Branton, Voice.....Suffolk, Va.

Burns, Mary Blanche, Piano.....	Oakboro.
Clarke, Frances Eva, Voice .....	Uree.
Cook, Lynwood Adams, Piano.....	Danville, Va.
Daniel, Essie Thomas, Piano.....	Henderson.
Edmundson, Elinor Bryan, Voice.....	Goldsboro.
Edwards, Clota Lillian, Voice .....	Mars Hill.
Elmore, Sarah Jane, Piano.....	Henderson.
Gatling, Fannie Darden, Voice.....	Windsor.
Hannah, Marjorie, Piano.....	Lawrenceville, Va.
Harrell, Lillian Elizabeth, Voice.....	Scotland Neck.
Hedgepeth, Carrie Mae, Piano.....	Lumberton.
Hunter, Elizabeth Malvina, Piano.....	Raleigh.
Johnson, Ella, Voice .....	Thomasville.
Jones, Eugenia Diana, Piano.....	Franklin, Va.
King, Vera, Piano .....	Raleigh.
Middleton, Florence Evelyn, Piano.....	Magnolia.
Moore, Nona, Piano .....	Mars Hill.
Moss, Kathleen Mildred, Voice.....	Castalia.
Page, Alyce, Piano .....	Marietta.
Phillips, Josephine Margaret, Piano.....	Dalton.
Poole, Nannie Lou, Voice.....	Clayton.
Quinn, Mabel, Voice .....	Shelby.
Riddick, Minnie Belle, Voice.....	Asheville.
Sewell, Edna Earl, Voice.....	Windsor.
Stanton, Janie Erwin, Piano .....	Rowland.
Turner, Nina, Voice .....	Grover.
Warren, Eleanor Eunice, Piano.....	Farmville.

## Irregular

Dickson, Lois, Piano .....	Wake Forest.
McIntyre, Mildred, Piano .....	Lumberton.
<i>Diploma in Voice and Organ, Meredith College.</i>	
MacRae, Maude, Voice .....	Maxton.
Medlin, Mary Woodward, Voice.....	Raleigh.
Nash, Minnie, Piano .....	Elizabeth City.
<i>A.B., Meredith College.</i>	
Poteat, Helen Purefoy, Voice.....	Wake Forest.
Sorrell, Ethel Lettie, Piano.....	Raleigh.
Trippe, Ruth, Piano .....	Rocky Mount.
Williams, Clyde Orma, Voice.....	Kenansville.

## Students Not in Residence Taking College Music Only

Atmore, Gertrude Louise, Voice .....	Raleigh.
<i>Institute of Musical Art, New York City.</i>	
Aycock, Louise Rountree, Voice .....	Raleigh.
Ball, Gertrude Laura, Voice .....	Raleigh.
Best, Mabel Augusta, Voice .....	Raleigh.
<i>Cincinnati Conservatory of Music.</i>	
Briggs, Bertha, Piano .....	Raleigh.
Briggs, Everett, Voice .....	Raleigh.
Brown, Peyton, Organ .....	Raleigh.
Buffaloe, Ethel Hicks, Voice .....	Raleigh.
Childress, Mamie Lee, Voice .....	Raleigh.
Coggin, Gertha Lonnie, Voice, Piano .....	New London.
Cohen, Mabel, Voice, Piano .....	Raleigh.
Cooper, Willa Louise, Piano .....	Dunn.
Dortch, Lucy, Voice .....	Raleigh.
Dowell, Mrs. Horace Kirby, Voice .....	Raleigh.
Ferrell, Ethel, Voice .....	Raleigh.
Freeman, Mrs. Katharine Parker, Voice .....	Raleigh.
<i>A.B., Meredith College; B.S., Simmons College.</i>	
Futrell, Mary Elizabeth, Voice .....	Raleigh.
<i>Artist's and Teacher's Diploma, New England Conservatory of Music.</i>	
Giles, Mrs. Katherine Reed, Voice .....	Raleigh.
Green, Nannie, Voice .....	Durham.
Guirkin, Chloe Marie, Voice .....	Raleigh.
Hale, Gaither Fred, Voice .....	Raleigh.
Hall, Mrs. Edgar Milton, Voice .....	Raleigh.
Hankin, Foster Montgomery, Violin .....	Winston-Salem.
Heilig, Margaret Cotton, Piano .....	Raleigh.
Hester, James, Voice .....	St. Pauls.
Holman, Bertha Belo, Voice .....	Raleigh.
Horton, Lillian, Piano .....	Raleigh.
Horton, Savon Ion, Piano .....	Raleigh.
Hunter, Callie Jackson, Voice .....	Raleigh.
Jones, Lucy Penelope, Piano .....	Raleigh.
Jones, Helen, Voice .....	Raleigh.
Josey, John Napoleon, Organ, Voice, Piano .....	Scotland Neck.
Kaplan, Sadie, Piano .....	Raleigh.
King, James Joshua, Voice .....	Raleigh.
<i>University of Virginia.</i>	



King, Mrs. Annie Gaster, Organ, Voice.....	Fayetteville.
Medlin, Durand P., Voice.....	Raleigh.
Mitchener, Mary Guerant, Voice, Piano.....	Selma.
Moseley, Meredith, Violin .....	Raleigh.
Newbold, Herbert Leon, Voice.....	Raleigh.
Newbold, James Brothers, Voice.....	Raleigh.
O'Keefe, Mrs. Mary Johnson, Voice.....	Raleigh.
Penny, Ruby Genevieve, Voice.....	Raleigh.

*New England Conservatory of Music.*

Poag, Mrs. S. J., Voice.....	Raleigh.
Pope, Margaret Mary, Voice.....	Dunn.
Ray, Lena Maybelle, Voice.....	Raleigh.
Ray, Irma, Voice .....	Wake Forest.
*Ray, Ruth Bricknell, Voice.....	Raleigh.
Reynolds, Ida Mae, Organ.....	Raleigh.
Sawyer, William Henry, Voice .....	Raleigh.
Seawell, Edward, Voice .....	Raleigh.
Smethurst, Mattie Elizabeth, Piano.....	Raleigh.
Smith, Edmund Rice, Voice.....	Raleigh.
Stone, Alma Irene, Voice.....	Chapel Hill.

*A.B., Meredith College; A.B., University of North Carolina.*

Strickland, Lois Frances, Piano .....	Raleigh
Thompson, Theo, Voice .....	Raleigh.
Vann, Mary Hasseltine, Voice.....	Raleigh.

*A.B., Cornell University.*

Watson, Annie Elizabeth, Voice.....	Fayetteville.
Wiggs, Mary Etta, Voice.....	Raleigh.
Winkler, Mrs. Grace Ball, Voice.....	Raleigh.
Wright, John Bryan, Voice.....	Raleigh.

*University of Virginia, M.D.*

Wynne, Louise, Voice .....	Raleigh.
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\* Deceased.

## Summary

### GRADUATES:

From Department of Voice.....	1
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### SENIORS:

Registered for Diploma in Piano.....	3
Registered for Diploma in Voice .....	4
Registered for Diploma in Organ .....	1
Registered for Public School Music .....	1

Total .....	9
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### JUNIORS:

Registered for Diploma in Piano.....	5
Registered for Diploma in Voice .....	1
Registered for Diploma in Public School Music ....	2

Total .....	8
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### SOPHOMORES:

Registered for Diploma in Piano.....	1
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### FRESHMEN:

Registered for Diploma in Piano.....	16
Registered for Diploma in Voice .....	14

Total .....	30
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### Total classmen registered in each Department of Music:

Piano .....	25
Organ .....	1
Voice .....	20
Public School Music .....	3

Total .....	49
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### Irregular students:

Piano .....	5
Voice .....	4

Total .....	9
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## SUMMARY—Continued

Summary of Students Not in Residence Taking College  
Music Only

Piano .....	13
Organ .....	4
Violin .....	2
Voice .....	47
	<hr/>
Total .....	66
Deducting names counted more than once.....	5
	<hr/>
Total .....	61

Students from other Schools taking College Music are as follows:

From College classmen .....	21
From the Academy .....	8
	<hr/>
	29
	<hr/>
Final Total.....	148

## Final Summary of Students Taking College Work

Classmen in College .....	135	
Special College .....	4	
Students from other schools taking one or more courses in the College .....	86	
		— 225

Classmen in Art .....	7	
Art only .....	9	
Students from other schools taking work in Art.....	4	
Students from College electing Art Education.....	11	
Students from other schools taking work in Art History....	21	
		— 52

Classmen in Music .....	49	
Irregulars in Music .....	9	
College Music only .....	61	
Students from other schools taking work in College Music..	29	
		— 148
Total .....	425	
Deducting students counted in more than one school.....	151	
		—
Total .....	274	

## Summary by States

North Carolina .....	257	
Virginia .....	10	
South Carolina .....	4	
Pennsylvania .....	1	
Maryland .....	1	
China .....	1	
		—
Total .....	274	

**MEREDITH ACADEMY**  
**AND**  
**DEPARTMENT OF PREPARATORY**  
**MUSIC**



# Meredith Academy

MARY PARKER BROWN, A.B., *Principal.*

VASSAR COLLEGE, A.B.

It is the desire of the College Faculty and Board of Trustees to coöperate with the high schools and academies throughout the State, to lend them all possible assistance, and to receive their students upon their recommendations. But since a number of schools in North Carolina do not offer the fourteen units for admission to Meredith College, it is sometimes necessary for students to prepare for college in Meredith Academy.

The Academy offers a course covering the last two years of high school work, and has been put in the A class of accredited schools by the State Inspector of High Schools.

Students who do not present the twelve units which are necessary for conditioned entrance to the freshman class will be rated as regular students in Meredith Academy. Such students who expect eventually to major in music should take three literary subjects, the preparatory work in theory, and two hours of daily practice. The entrance units should be completed as soon as possible, as students do not come under the direct charge of the departments of music and art until they offer the units necessary for freshman entrance.

## \*Expenses Each Semester

### Tuition

Third and fourth years..... \$30.00

### Preparatory Department, School of Music:

Piano .....	\$25.00
Violin .....	25.00

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\* For full statement of payment of fees, etc., see page 26.



**Fees**

Matriculation fee (applied on semester's bill) .....	\$10.00
Library fee .....	1.00
Lecture fee .....	.75
Gymnasium fee .....	1.00
Medical fee .....	2.50
Piano rent, one hour daily.....	4.50
Piano rent, each additional hour.....	2.25

**Table Board**

Main Building .....	\$60.00
East Building .....	38.00

**Room Rent**

Main Building—	{ Front rooms and two-girl rooms.....	\$17.50
	{ Other rooms in Main Building.....	15.00
Faircloth Hall—	{ Front rooms .....	17.50
	{ Other rooms in Faircloth Hall.....	15.00
Faircloth Hall (to those who board in East Building).....		17.50
East Building .....		12.50
Home Economics Building .....		12.50
South Cottage .....		11.25
North Cottage .....		11.25

The graduating exercises of Meredith Academy are held each year on the Saturday preceding the Commencement week of Meredith College. For 1916-1917 this will be May 19th.

**Outline of Course, Meredith Academy****\*Third Year**

Latin 3 .....	4 hours.	Mathematics 3 .....	4 hours.
French A or German A.	4 hours.	History 3 .....	4 hours.
English 3 .....	4 hours.		

**Fourth Year**

Latin 4 .....	4 hours.	English 4 .....	4 hours.
French B or German B.	4 hours.	Physics 4 .....	4 hours.

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\* For admission to this class, the first two years of high school work or the ninth grade must have been completed. Only four subjects may be taken each year in the Academy.

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	Latin 3 English 3 French B	French B	Latin 3 English 3	Latin 3 English 3 French B	Latin 3 English 3 Latin 4 French B
10:00	History 3 German A	History 3 German A	History 3 German A	History 3 German A	
11:00	English 4 (a)	English 4 (a)		English 4 (a)	English 4 (a)
12:00	Latin 4 Physics	Physics	Latin 4	Latin 4 Physics	Latin 4 Physics (Lab.)
1:30	French A German B English 4 (b)	French A German B English 4 (b)	French A	French A German B English 4 (b)	Physics (Lab.) German B English 4 (b)
2:30	Mathematics 3	Mathematics 3	Mathematics 3		Mathematics 3

## Courses of Instruction

### I. Latin

#### 3. Cicero: Latin Prose Composition.

a. Cicero. Three hours a week for a year. Tuesday, Thursday, Friday, 9.

Cicero. Six orations (Bennett).

b. Latin Prose Composition. One hour a week for a year. Saturday, 9.

Baker and Inglis, *High School Course in Latin Composition*, Part II; Allen and Greenough, *Latin Grammar*.

#### 4. Virgil: Latin Prose Composition.

a. Virgil, *Æneid*. Three hours a week for a year. Tuesday, Thursday, Friday, 12.

Virgil's life and works; translation at sight; Latin hexameter.

b. Latin Prose Composition. One hour a week for a year. Saturday, 12.

TEXT.—Baker and Inglis, Part III.

### II. French

#### A. Elementary French.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30.

Grammar, Fraser and Squair, Part I. Reading of easy French selected from the following texts: Mairret, *La Tâche du petit Pierre*; Bruno, *Le Tour de la France par deux Enfants*; La Bédollière, *La Mère Michel et son Chat*; Super, *Anecdotes Faciles*; Halévy, *L'Abbé Constantin*.

#### B. Elementary French.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9.

Grammar, Fraser and Squair, Part II. Exercises in composition; conversation; reading from texts selected from the following: Daudet, *Trois Contes Choisis*; Dumas, *La Tulipe Noire*; Malot, *Sans Famille*; Sand, *La Mare au Diable*; Bazin, *La Sarcelle bleue*; France, *Le Livre de mon Ami*; de la Brète, *Mon Oncle et mon Curé*; Foncin, *Le Pays de France*.

### III. German

#### A. Elementary German.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II; reading selected from the following texts:

Glück Auf; Seligmann, *Altes und Neues*; Gronow, *Jung Deutschland*; Bacon, *Im Vaterland*; Hauff, *Das Kalte Herz*; Seidel, *Leberrecht Hünchen*.

#### B. Elementary German.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 1:30.

Paul V. Bacon, *German Grammar*, last thirty-six lessons. Oral and written exercises; reading selected from the following texts:

Storm, *Immensee*; Heyse, *Das Mädchen von Treppi*; Mocher, *Willkommen in Deutschland*; Grimm, *Die Sieben Reisen Sinbads*; Andersen, *Bilderbuch ohne Bilder*; Heyse, *L'Arrabiata*; Hillern, *Höher als die Kirche*.

### IV. English

#### 3. Composition and Literature.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 9.

COMPOSITION.—Themes twice a week throughout the year. Six weeks' review of Grammar in the second semester. Clippinger, *Composition-Rhetoric*.

LITERATURE.—Short Stories; Tennyson, *Idylls of the King*; George Eliot, *Silas Marner*; Shakspeare, *As You Like It*, *Julius Cæsar*.

#### 4. Composition and Literature.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 11, and 1:30.

COMPOSITION.—Two short themes alternating with long themes each week throughout the year. Hitchcock, *Rhetoric-Literature*.

LITERATURE.—Shakspere, *Hamlet*; Essays (Bacon to Stevenson); Burke, *Speech on Conciliation with America*; Palgrave, *Golden Treasury*, Book IV.

### V. Mathematics

#### 3. Plane Geometry.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 2:30.

TEXT.—Hart and Feldman, *Plane Geometry*.

The usual theorems and problems in plane geometry, a sufficient number of original problems to enable the student to solve such problems readily and accurately.

### VI. History

#### 3. American History, with the Elements of Civil Government.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10.

First semester: American Colonial and United States History to 1829.

Second semester: The United States since 1829; Elements of Civil Government.

Besides the work in the text-book, there is collateral reading in the library each semester of at least two hundred pages. Notes from this reading are taken in ink in a loose-leaf note-book. Selected outline maps are filled in. The second semester there are occasional special history papers. Written lessons, or tests, are given every few weeks throughout the year.

All of the written work follows the printed *Directions for Written Work in History as used at Meredith College and Meredith Academy*.

TEXTS.—Ashley, *American History*; Beard, *American Citizenship*; Viles, *Outline of American History* (Ginn); McKinley, *Outline Atlas of American History*; *Current Events*.

## VII. Natural Science

### 4. Physics.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 12.

One year's work, including the principles of mechanics, heat, electricity, sound and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note-books.

TEXT.—Coleman, *Elements of Physics*.





## Faculty of Department of Preparatory Music

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

PRINCIPAL—CHILDREN'S CLASSES.

MABEL AUGUSTA BOST,

PUPIL CINCINNATI CONSERVATORY OF MUSIC; GRADUATE OF  
BURROWS KINDERGARTEN SCHOOL.

INSTRUCTOR IN PIANO.

\*SARAH LAMBERT BLALOCK,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC;  
STUDENT FAELTEN PIANOFORTE SCHOOL, BOSTON.

INSTRUCTOR IN PIANO.

GERTRUDE LOUISE ATMORE,

DIPLOMA NEW YORK INSTITUTE OF MUSICAL ART.

INSTRUCTOR IN PIANO.

BESSIE EMERSON SAMS ENGLISH,

CERTIFICATE IN PIANO, MEREDITH COLLEGE.

INSTRUCTOR IN PIANO.

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INSTRUCTOR IN VOICE.

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\*On leave of absence.

† Vacancy to be supplied.

## Preparatory Music Course

This course has been planned with the view of preparing Music students for Meredith College. It has also been adopted by the State Music Teachers' Association and the State Board of Baptist Secondary Schools. One hour of class work is required in each of the four years of Preparatory Music.

### Outline of Piano Course

First Year: Arm, hand and wrist foundation work, good hand position and finger action combined with wrist and arm training.

Trill exercise, two notes to a count, M. M. 60. All major scales one octave, separate hands, good legato touch, in quarter notes, not to exceed M. M. 80. Arpeggios in major and minor triads, alternating, beginning with left hand, ascending in first position, descending in second position.

Studies suggested: Margaret Martin, *Rhythm Pictures*; Mrs. Virgil, *Melodious Studies*, Book I; Duvernoy, *Op. 176*; Hans Harthan, *Childhood Days*, for reading.

Pieces: Dennee, *Petite Valse*; Gurlitt, *The Fair*; Dutton, *Rain Pitter Patters*.

Second Year: Further development of technical work.

Trill exercise, two notes at M. M. 100. Major and harmonic minor scales two octaves, separate hands, one and two notes M. M. 60. Triads and dominant seventh arpeggios, alternating, not faster than one note M. M. 80.

Studies: Kohler, *Op. 242*; Gurlitt, *Op. 197*.

Pieces: Heller, *L'Avalanche and Curious Story*; Schumann, *Happy Farmer*; Gurlitt, *Wanderer's Song*; Josef Low, *Teacher and Pupil*, for sight reading.

Third Year: Further development of technical work.

Trill exercise, four notes M. M. 80. Major and minor scales two octaves, separate hands, one, two and four notes M. M. 60, hands together, one note M. M. 60. Triads, alternate hands, dominant and diminished seventh arpeggios, two notes M. M. 60 not alternating.

Studies: Kohler, *Op. 50* at moderate speed; The Kleine Pischna Studies, Numbers 1, 2, 4, 5, 29, 31, 32.

Pieces: Mayer, *Butterflies*; Heller, *Op. 47*; Schumann, *Selections from Album for the Young*; Dennee, *Chase of the Butterflies*.

Sight-reading and easy selections.

Fourth Year: Trill exercise, four notes M. M. 100. Major and harmonic minor scales four octaves, four notes M. M. 80. A knowledge of melodic minor scales. Arpeggios, one, two and four notes M. M. 60, parallel and contrary, and broken form.

Studies: Duvernoy, *Op. 120* (five at speed M. M. 100); Heller, *Op. 47*; Pischna 36, 37, 38, 41, 42.

Pieces: Schytte, *Hide and Seek*; Handrock, *Scherzino*; Scharwenka, *Barcarolle*.

Sight-reading: D'Ourville, *Piano Duets*. Jackson's scales, chords, and modulations to be applied in second, third, and fourth years.

## Outline of Class Work

First Year: The staff, clefs, notation, measure, rhythm; steps and half-steps; the formation of intervals; the formation of the major scale, and of major and minor triads; ear training and sight-singing; transposition.

Second Year: Notation; intonation; the diatonic and chromatic half-steps; tonality; the formation of the minor scales; relative keys; simple and compound time; ear training and sight-singing; transposition.

## Violin

Correct position of violin and bow; a theoretical and practical knowledge of the first five positions; of major and minor scales; Hersey, *Method*; Wohlfahrt, *Etudes*; Danela, *One Octave Exercises and Etudes*, or their equivalent. This work requires about two years.

## Primary Music

In addition to the above course, Meredith offers a special course for young children beginning the study of music. The instruction is given principally in classes, where the various physical, mental, and æsthetic music problems are worked out separately, and presented in attractive form.



# Register of Students in Meredith Academy

## Fourth Year

Baucom, Annie Laura .....	Raleigh.
Beckwith, Kate Elma .....	Apex.
Bragg, Harriett Pearl .....	Bailey.
Butler, Berta .....	St. Paul.
Copple, Kate .....	Monroe.
Dunn, Mary .....	Raleigh.
Hardy, Fannie Mae .....	Snow Hill.
Herndon, Vivian Virginia .....	New Hill.
Hester, Ada Grayce .....	Elizabethtown.
Hedgepeth, Hesba .....	Barnesville.
Hough, Audie Ann .....	Norwood.
Leary, Bernice .....	Morehead City.
Lowry, Carrie Belle .....	Raleigh.
Mackie, Jessie May.....	Granite Falls.
Maske, Jessie Theodosia .....	Polkton.
McMillan, Janie Mae .....	Laurinburg.
Pettway, Olivia .....	Goldsboro.
Privette, Juanita .....	Spring Hope.
Reece, Gertrude .....	Dobson.
Rogers, Mattie Belle .....	Hope Mills.
Spivey, Maude Mason .....	Windsor.
Spoon, Lyda .....	Burlington.
Thomas, Lura .....	Jonesboro.
White, Ruby .....	Windsor.

## Third Year

Armfield, Florence .....	Statesville.
Brewer, Ann Eliza .....	Raleigh.
Chapin, Elizabeth .....	Pittsboro.
Clarke, Marjorie Louise .....	Raleigh.
Dixon, Rebecca .....	Bailey.
Everett, Selma .....	Robersonville.
Gammon, Ruth .....	Whitakers.
Hallman, Bessie Mae .....	Marshville.
Harrell, Mary .....	Aulander.
Jones, Gertrude Bowling.....	Stem.

Leary, Janice .....	Morehead City.
Mashburn, Madeline .....	Old Fort.
McLean, Bessie May .....	Brevard.
Middleton, Mary Rachel .....	Raleigh.
Sprinkle, Willie Mae .....	Marshall.
Vernon, Esther .....	Burlington.
Walker, Susie Alexander .....	Columbia.

### Second Year

Armfield, Julia .....	Statesville.
Baker, Agnes Louise .....	Harrellsville.
Blalock, Mattie .....	Kinston.
Brantley, Velora Dare .....	Spring Hope.
Myatt, Mildred .....	Raleigh.
Pierce, Mary Garrett .....	Colerain.
Richardson, Mabel .....	Wendell.

### Summary

Fourth year .....	24	
Third year .....	17	
Second year .....	7	
		— 48
Students from other Schools taking work in the Academy are as follows:		
From College classmen .....	23	
From Music classmen .....	12	
		— 35
Total.....		— 83

# Students Not in Residence Taking Preparatory Music Only

## Fourth Year

Bynum, Frank Hines .....	Piano.....	Raleigh.
Calvert, Elizabeth Ashton .....	Piano.....	Raleigh.
Gardner, Mary Elizabeth.....	Piano.....	Raleigh.
Jenkins, Mildred McKee .....	Piano.....	Raleigh.
Shipman, Josephine .....	Piano.....	Raleigh.
Stafford, Beulah .....	Piano.....	Raleigh.

## Third Year

Calvert, Martha Adeline .....	Piano.....	Raleigh.
Cross, Elizabeth Murray .....	Piano.....	Raleigh.
Denton, Vivian Elizabeth .....	Piano.....	Raleigh.
Dewar, Susan .....	Piano.....	Raleigh.
Gowan, Olivia .....	Piano.....	Raleigh.
Holloway, Eliza Josephine .....	Piano.....	Raleigh.
Hunter, Margaret Eugenia .....	Piano.....	Raleigh.
LeHue, Mary Frances .....	Piano.....	Raleigh.
Marshall, Ethel Norris .....	Piano.....	Raleigh.
Morgan, Manda Lou .....	Piano.....	McCullers.
Reaves, Mamie .....	Piano.....	Raleigh.
Reynolds, Grace Estelle .....	Piano.....	Raleigh.
Sale, Evelyn Jackson .....	Piano.....	Raleigh.
Sale, Ruth Audry .....	Piano.....	Raleigh.
Wilson, Mary Bertrand .....	Piano.....	Raleigh.

## Second Year

Farrior, Mary Frances .....	Piano.....	Raleigh.
Garvin, Marion Lee .....	Piano.....	Raleigh.
Harding, William Thomas, Jr. ....	Piano.....	Raleigh.
Hunt, Ethel Crofton.....	Piano.....	Raleigh.
Lyon, Marcellite .....	Piano.....	Raleigh.
O'Kelley, Mary Culiff .....	Piano.....	Raleigh.
Olive, Ava .....	Piano.....	Raleigh.
Oliver, Ida .....	Piano.....	Raleigh.
Parker, Josephine Wait .....	Piano.....	Raleigh.
Phelps, Irene Elizabeth .....	Piano.....	Raleigh.
Sherwood, Dorothy .....	Piano.....	Raleigh.



**First Year**

Birdsong, Margaret Bradley .....	Piano.....	Raleigh.
O'Donnell, Margaret Mary .....	Piano.....	Raleigh.
Royster, Hubert Ashley, Jr. ....	Piano.....	Raleigh.
Royster, Virginia Page .....	Piano.....	Raleigh.
Sewell, Ellen Colburn .....	Piano.....	Raleigh.
Tant, Claudia Mitchell .....	Piano.....	Raleigh.
Young, Julia .....	Piano.....	Raleigh.

**Advanced Primary**

Baker, Grace .....	Piano.....	Raleigh.
Grimes, Jane McBee .....	Piano.....	Raleigh.
Norris, Ivy Landrum .....	Piano.....	Raleigh.
O'Donnell, Katherine Marie .....	Piano.....	Raleigh.
Page, Mary Louise .....	Piano.....	Raleigh.
Raney, Richard Beverley .....	Piano.....	Raleigh.
Ray, Hardy Murphy .....	Piano.....	Raleigh.
Sears, Swannanoa .....	Piano.....	Raleigh.

**First Primary**

Albright, Phyllis .....	Piano.....	Raleigh.
Baker, Marguerite .....	Piano.....	Raleigh.
Bangert, Elizabeth Dorn .....	Piano.....	Raleigh.
Boushall, Francis McGee .....	Piano.....	Raleigh.
Bowden, Elizabeth .....	Piano.....	Raleigh.
Branch, Walter Howard .....	Piano.....	Raleigh.
Bretsch, Anna Marie .....	Piano.....	Raleigh.
Bretsch, Katharine Madeline .....	Piano.....	Raleigh.
Brown, Annie Hoover .....	Piano.....	Raleigh.
Bynum, Gladys Loraine .....	Piano.....	Raleigh.
Calvert, Margaret Dale .....	Piano.....	Raleigh.
Cobb, Inez .....	Piano.....	Raleigh.
Cole, John Farmer .....	Piano.....	Raleigh.
Crow, Nannie Burwell .....	Piano.....	Raleigh.
Currin, Nell Rose .....	Piano.....	Raleigh.
Dargen, Caroline .....	Piano.....	Raleigh.
Davis, Josie Reaves .....	Piano.....	Raleigh.
Gattis, Emma Mabel .....	Piano.....	Raleigh.
Hansen, Dorothy .....	Piano.....	Raleigh.
Jolly, Susan Estelle .....	Piano.....	Raleigh.

Lane, Eleanor Dare .....	Piano.....	Auburn.
McCarty, Jean Galbraith .....	Piano.....	Raleigh.
Mann, Fannye Rogers .....	Piano.....	Raleigh.
Manning, Annie Louise .....	Piano.....	Raleigh.
Mitchell, Frederic Earl .....	Piano.....	Raleigh.
Moser, Kathaleen Albright .....	Piano.....	Raleigh.
Moser, Harry Wade .....	Piano.....	Raleigh.
Parker, Annie Moore .....	Piano.....	Raleigh.
Rosenthal, Corrine Frances .....	Piano.....	Raleigh.
Sanderford, Helen Laurinda .....	Piano.....	Raleigh.
Sears, Maggie Johnson .....	Piano.....	Raleigh.
Wiggs, Octavia Victoria .....	Piano.....	Raleigh.
Williamson, Gladys .....	Piano.....	Raleigh.
York, Margaret .....	Piano.....	Raleigh.

## Summary

### Preparatory Music Only:

Fourth year .....	6
Third year .....	15
Second year .....	11
First year .....	7
Total .....	39

### Primary:

Advanced primary .....	8
First primary .....	34
Total .....	42

Total .....	81
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### Number of students from other Schools taking work in

#### Preparatory Music:

From College classmen .....	11
From the Academy .....	16
Total .....	27

Total .....	108
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### Summary of Students not in Residence Taking Preparatory Music Only:

Piano .....	81
Total .....	81

## Final Summary of Students Taking Academy Work or Preparatory Music

Academy .....	48
Students from other Schools taking work in the Academy....	38
Preparatory Music Only .....	81
Students from other Schools taking work in Preparatory Music.	27
	<hr/>
Total .....	194
Deducting names counted more than once.....	65
	<hr/>
Total .....	129

## Summary by States

North Carolina .....	129
	<hr/>
Total .....	129







SERIES 9

MAY, 1916

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# Meredith College

## Quarterly Bulletin

1915-1916

SPECIAL EDUCATION NUMBER



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# MEREDITH COLLEGE

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MAY, 1916

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## The Various Types of Southern Colleges for Women<sup>1</sup>

ELIZABETH AVERY COLTON,

President of the Southern Association of College Women.

As the term *college* is applied in the South to private secondary schools, "special study" schools, and normal schools, as well as to liberal arts colleges, southern girls often mistake nominal colleges for real colleges. The object of this bulletin, therefore, is to point out the type of education provided at the various institutions in the South calling themselves colleges for women so that southern girls may be able to choose intelligently institutions at which to continue their education. Many will for various reasons still prefer "special study" schools, unrecognized denominational colleges, and normal and industrial colleges; but this report should enable them to know in advance the type of education furnished at the institution selected.

There are in the South a hundred and twenty-four institutions bearing the name *college for women*. These institutions may be roughly grouped under the following heads: (1) Standard Colleges; (2) Approximate Colleges; (3) Normal and Industrial Colleges; (4) Junior Colleges; (5) "Unclassifiable" Colleges, and (6) Nominal and Imitation Colleges.

I shall explain in turn the general nature of the work done by each group as a whole; and whenever possible I shall state the individual characteristics of each institution in the group.<sup>2</sup>

### I. STANDARD COLLEGES<sup>3</sup>—*colleges of liberal arts belonging to the Association of Colleges and Secondary Schools of the Southern States.*

The object of a college of liberal arts is "general intellectual

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<sup>1</sup>This report was prepared especially for the Southern Association of College Women; it is printed in the MEREDITH BULLETIN by permission of the author.

<sup>2</sup>The data in this BULLETIN is based mainly on catalogues with announcements for 1915-'16; in a few cases catalogues with announcements for 1916-'17 were secured before this went to press.

<sup>3</sup>For distinction between standard colleges and Methodist "Class A" colleges, see page 26.

training and moral enlightenment.”<sup>4</sup> These colleges, therefore, have as their purpose the subjecting of their students to the several kinds of mental discipline—“in philosophy; in some one of the great sciences; in some one of the great languages which carry the thought of the world; in history and in politics, which is its framework—which will give one valid naturalization as a citizen of the world of thought, the world of educated men.”<sup>4</sup> Students who wish technical training in industrial subjects, in methods of teaching, or in fine arts, should choose normal schools or “conservatories”; but those who wish “general intellectual discipline narrowed to no one vocation or calling”<sup>4</sup> should go to a college of liberal arts.

The following data in regard to the seven standard colleges for women in the South may help prospective college students in their choice of a college.

AGNES SCOTT COLLEGE.....*Decatur, Ga.*

“Presbyterian in its influence.” Admitted to the Association of Colleges and Secondary Schools of the Southern States in 1907. Beginning with 1912 its degree represents four years of college work. Confers only the A.B. degree. Only college for women in Georgia whose graduates are eligible to membership in the Southern Association of College Women. (For standard college entrance requirements, see page 25.)

Endowment in 1916 .....	\$186,000
Volumes in library (well selected) about.....	7,500
Regular college students .....	219
Irregular and special students .....	84

CONVERSE COLLEGE.....*Spartanburg, S. C.*

Non-sectarian. Admitted to the Association of Colleges and Secondary Schools of the Southern States in 1912. Beginning with 1914 its A.B. degree represents four years of college work. Only college for women in South Carolina whose graduates (beginning with 1912) are eligible to membership in the Southern Association of College Women. [The B. Mus. degree does not admit to membership in the Southern Association of College women.] (For standard college entrance requirements, see page 25.)

<sup>4</sup>Wilson, Woodrow: *What Is a College For?* in *Rice's College and the Future*, pages 88-106.

Endowment in 1916 .....	\$111,776.11
(To be collected by January, 1917, \$55,733.89.)	
Volumes in library (well selected) .....	7,000
Regular college students .....	158
Fine arts, irregular, and special students .....	175

FLORIDA STATE COLLEGE FOR WOMEN....*Tallahassee, Fla.*

Admitted to the Association of Colleges and Secondary Schools of the Southern States in 1915. Beginning with 1917 its degrees will represent four years of work above the high school. But as Florida State College requires no foreign language for admission to its B.S. course<sup>5</sup> and as graduates of its affiliated Normal School are admitted to the junior class of the B.S. course of the College, it is doubtful whether its B.S. degree will be recognized by the Southern Association of College Women in 1917.<sup>6</sup> This institution is, however, well-equipped and is supported by the State on the same basis as the University of Florida.

Volumes in library .....	8,500
Regular college students .....	105
Normal school, special, and high school students .....	368

GOUCHER COLLEGE .....

*Baltimore, Md.*

Formerly Woman's College of Baltimore. Founded by Baltimore Conference of the M. E. Church. Only college for women in Maryland whose graduates are eligible to membership in the Southern Association of College Women; and only college for women in the South which has yet been recognized by the Association of Collegiate Alumnae. (For standard college entrance requirements, see page 25.)

Endowment in 1916 .....	\$846,555
Volumes in library .....	20,000
Regular college students .....	475
Unclassified students .....	23

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, *New Orleans, La.*

Non-sectarian. Founded in 1886, coördinate with Tulane University. Member of the Association of Colleges and Secondary Schools of the Southern States since 1903. Only college for women in Louisiana whose graduates are eligible to membership in the Southern Association of College Women. (For standard college entrance requirements, see page 25.)

<sup>5</sup>For standard college entrance requirements, see page 25.

<sup>6</sup>For conditions on which colleges are recognized by the Southern Association of College Women, see page 27.

Endowment (productive) .....	\$2,250,000
(Non-productive, including present plant, \$1,500,000.)	
Volumes in library .....	15,000
(Library of Tulane and libraries in city are open to students.)	
Regular college students in 1915 .....	158
Regular art, education, and music students.....	129
Special and "studio" students .....	126

RANDOLPH-MACON WOMAN'S COLLEGE.....*Lynchburg, Va.*

Admitted to the Association of Colleges and Secondary Schools of the Southern States in 1902. Placed on the accepted list of the Carnegie Foundation in 1907; but in 1909 for denominational reasons withdrew. Only woman's college of the Methodist "Class A" group<sup>7</sup> that has yet been recognized by any non-sectarian educational agency as a standard college. Randolph-Macon and Westhampton are the only colleges in Virginia whose graduates are eligible to membership in the Southern Association of College Women. (For standard college requirements, see page 25.)

Endowment .....	\$382,730
Volumes in library .....	15,000
Regular college students .....	518
Irregular and special students .....	92

WESTHAMPTON COLLEGE .....*Richmond, Va.*

Baptist; coördinate with Richmond College, which was admitted to the Association of Colleges and Secondary Schools of the Southern States in 1910. Westhampton and Randolph-Macon are the only colleges for women in Virginia whose graduates are eligible to membership in the Southern Association of College Women.

Endowment in 1915, approximately .....	\$250,000
(Its share in Richmond College endowment in 1915-'16.)	
Volumes in library used by Westhampton students.....	20,000
Regular college students .....	114
Special students .....	3

<sup>7</sup>For distinction between standard colleges and Methodist "Class A" Colleges, see page 26.

II. APPROXIMATE COLLEGES—*colleges of liberal arts not sufficiently well organized and not sufficiently equipped in 1915-16 to conform to all the regulations of the Association of Colleges and Secondary Schools of the Southern States, but offering four years of work which might justly entitle especially good students to graduate standing in first class institutions.*<sup>8</sup>

The main distinctions between the institutions here characterized as "approximate colleges" and the standard colleges of Group I are: (1) That these colleges maintain preparatory departments; (2) that they have a larger proportion of special-study pupils; (3) that they have poorer library and laboratory equipment,<sup>9</sup> and (4) that they do not pay as good salaries, and, therefore, as a rule, do not secure as many professors distinguished for creative and research work.

The entrance requirements, however, of the colleges in this group are as good as the entrance requirements of the colleges in Group I. In fact, Sweet Briar and Tennessee College do not allow any substitution for the second foreign language requirement, and so conform more closely to the admission requirements of the best eastern colleges for women than any other colleges for women in the South.

The data given below may be of interest to prospective college students who cannot afford to go to a standard northern or southern college, or who for denominational reasons prefer an approximate college.

BAYLOR COLLEGE ..... *Belton, Texas.*

Baptist. Graduates of 1915 are the first who presented as much as fourteen entrance units. Since 1911 Baylor University has given full credit for all work done at Baylor College; and last September several 1915 juniors were admitted to the senior class of the University of Texas.

<sup>8</sup>In a few cases graduates of colleges in this group have done excellent work in graduate schools of standard institutions; but this does not indicate that the approximate college concerned is equal in standing to the university accepting one or two of its most brilliant graduates. A bright student from a poorly equipped college is able to do better work than a mediocre student from the best equipped college. Compare San Antonio College, page 16.

<sup>9</sup>The Specialist in Higher Education in a recent report on North Carolina colleges states that the laboratory equipment of Meredith College and of Salem is "only elementary"; a similar investigation of the other colleges in this group would no doubt reveal a similar weakness in all.



Endowment .....	Apparently None
Volumes in library .....	5,900
Regular college students .....	130
Preparatory, special, and special study pupils.....	360

HOLLINS COLLEGE.....*Hollins, Va.*

Privately owned. Graduates of 1913 are the first who presented fourteen entrance units; but in two cases students who graduated from Hollins before 1913 and taught for several years did excellent graduate work at Radcliffe. (See footnote, page 7.) Hollins still keeps up the custom of awarding department certificates in various subjects. Practical work in art is counted toward a degree.

Endowment .....	Self-supporting
Volumes in library "over".....	6,000
College students .....	106
Preparatory, special, and irregular students .....	112

HOOD COLLEGE .....

*Frederick, Md.*

Reformed Church. Graduates of 1911 were the first who presented as much as fourteen entrance units. The President of Hood reports that two sophomores have since 1911 received full credit at Smith.

Endowment .....	\$43,000
Volumes in library "about".....	6,000
Regular college students .....	80
Preparatory, special, and special-study pupils.....	234

MEREDITH COLLEGE.....*Raleigh, N. C.*

Baptist. Only college for women in North Carolina that has yet had graduates<sup>10</sup> who presented fourteen *recorded* units for entrance; and from statistics compiled by the Specialist in Higher Education and published by the North Carolina Department of Education, Meredith appears to be the only college for women in the State that keeps excellent records both of entrance credits and of college work. A 1913 graduate and a 1914 graduate did excellent work in graduate courses at Radcliffe in 1913-'14 and in 1914-'15, respectively.

Endowment (productive) .....	\$121,843.18
(Non-productive, including bequests, \$58,050.00.)	
Volumes in library .....	5,346.00
(State and Raney libraries are used by students.)	
Regular college students .....	135
Special college students .....	4
Preparatory and resident music and art students.....	113
Non-resident music and art students.....	150

<sup>10</sup>Graduates of 1915 were the first who presented fourteen entrance units.

SWEET BRIAR COLLEGE.....*Sweet Briar, Va.*

Not controlled by any denominational body. Entrance requirements identical with those of best northern colleges for women (see page 25.) One Sweet Briar graduate has entered the Cornell Medical College and another is doing graduate work at Johns Hopkins; but of much greater significance than the admission of its graduates, in individual cases, to the graduate schools of universities is the formal agreement of Vassar to give full credit for work done at Sweet Briar *through the freshman year.*

Endowment (productive) .....	None
Volumes in library (well selected) .....	4,500
Regular college students .....	100
Preparatory and irregular students .....	105

SALEM COLLEGE.....*Winston-Salem, N. C.*

Moravian. As the 1917 graduates of Salem will be the first who presented fourteen entrance units, alumnae of Salem have not yet been admitted to graduate registration at northern universities. One 1914 graduate received at Wellesley only thirteen<sup>11</sup> hours advanced credit, mainly on examination; but Wellesley is much stricter about giving advanced credit than any *university* in the country.

Endowment .....	\$204,000
Volumes in library (usable) .....	8,500
Regular college students .....	89
Special college students .....	21
Preparatory and "department" students .....	407

TENNESSEE COLLEGE.....*Murfreesboro, Tenn.*

Baptist. Did not grant A.B. degree till 1912, when it represented four years of work above fourteen entrance units. Lacks only one-half unit of having entrance requirements identical with those of best eastern colleges for women (see page 25.) One 1912 graduate was admitted to graduate registration at Radcliffe, where for two years she has made excellent records; one 1915 graduate is doing excellent graduate work at Vanderbilt this year.

Endowment (productive) .....	None
Volumes in library .....	3,000
Regular college students .....	63
Special college students .....	5
Preparatory, elementary, and special students.....	145

<sup>11</sup>One hour of this was still provisional in July, 1915.



WESLEYAN COLLEGE.....*Macon, Ga.*

Methodist. The 1912 graduates of Wesleyan were the first who presented fourteen entrance units. Rated by the Board of Education of the Methodist Church in the same class with its "A" colleges for men. (For distinction between Methodist "Class A" colleges and standard colleges, see page 26.) Graduate registration has been promised by Teachers College to alumnae of Wesleyan since 1912; "conditional" and provisional graduate registration has also been promised by the University of Chicago to graduates since 1912.

Endowment in 1915-'16 approximately equivalent to.....	\$166,800
Volumes in library "about" .....	5,500
Regular college students .....	162
Preparatory, special, and special-study pupils .....	304

(Non-resident music students are included.)

### III. NORMAL AND INDUSTRIAL COLLEGES—*institutions organized primarily for the purpose of giving training in industrial subjects and in methods of teaching.*

Some normal schools are "turning aside from their definite and important function"—the technical training of teachers to carry on the work of elementary education—"in the effort to transform themselves," according to Dr. Pritchett,<sup>12</sup> "into weak colleges; but it should be borne in mind that normal and industrial colleges are not, and cannot, in the strict sense of the term, be colleges of liberal arts. It is therefore impossible to rate these institutions on the same basis as liberal arts colleges.

Those who wish a liberal college education should go to a college of that type; but those who wish to major in domestic science, domestic art, and in manual training, and who wish special training in methods of teaching, will find the normal and industrial colleges named below better equipped for this type of work than colleges of liberal arts.

COLLEGE OF INDUSTRIAL ARTS.....*Denton, Texas.*

MISSISSIPPI INDUSTRIAL INSTITUTE AND COLLEGE,

*Columbus, Miss.*

NORTH CAROLINA NORMAL AND INDUSTRIAL COLLEGE,

*Greensboro, N. C.*

<sup>12</sup>*Transforming Normal Schools Into Colleges in the Seventh Annual Report of the Carnegie Foundation, pages 149-152.*

NORMAL SCHOOL OF FLORIDA STATE COLLEGE,

*Tallahassee, Fla.*

STATE NORMAL SCHOOL FOR WOMEN.....*Farmville, Va.*

WINTHROP NORMAL AND INDUSTRIAL COLLEGE,

*Rock Hill, S. C.*

The Virginia State Normal School for Women seems to be the only one of the above that has held rigidly to the distinct function of a normal school; this is probably largely due to the fact that Virginia has for many years had a standard college for women (even though denominational) whereas South Carolina has had a standard college for women only since 1912, and Mississippi and North Carolina have not yet had any separate college for women recognized by the Association of Colleges and Secondary Schools of the Southern States.

IV. JUNIOR COLLEGES—*institutions offering the first two years of college work.*

Many of the institutions in this group are still only poor preparatory schools with poor music and art departments, but they deserve some credit for having reduced their *claims* from four years of college work to two. I have arranged them in groups, which, however, do not indicate the relative rank of these institutions; for some in the last group are far ahead of a number in some of the preceding groups.

1. Junior Colleges recognized by the Association of Colleges and Secondary Schools of the Southern States.

NONE.

The Association of Colleges and Secondary Schools of the Southern States voted in November, 1915, to admit institutions to membership as junior colleges on the following conditions:

1. The college work must be the essential part of the curriculum of any institution recognized as a junior college; therefore, junior colleges must publish in their annual catalogues a classified list of all their students.

2. If a preparatory department is maintained, its work must be approved by the Association.

3. The minimum requirements for admission to the college classes must correspond with the present requirements of this Association.

4. For graduation from the junior college, the student must complete satisfactorily thirty *year*, or sixty *semester*, hours of work

equivalent to that given in the freshman and sophomore years of colleges belonging to this association.

5. No junior college shall confer a degree; a junior college diploma may be awarded.

6. The number of teachers, their training, the amount of work assigned them, the number of college students, the resources and equipment of the junior college are vital factors in fixing the standard of an institution and must be considered by the Executive Committee in recommending any institution for membership. On these points, therefore, the Executive Committee shall issue recommendations from time to time for the purpose of informing institutions seeking membership in the Association concerning conditions to be met.<sup>13</sup>

2. Institutions formally recognized as Junior Colleges by standard colleges and universities.

(a) By the University of Missouri:

CHRISTIAN COLLEGE.....	<i>Columbia, Mo.</i>
COTTEY COLLEGE.....	<i>Nevada, Mo.</i>
HARDIN COLLEGE.....	<i>Mexico, Mo.</i>
HOWARD-PAYNE COLLEGE.....	<i>Fayette, Mo.</i>
LINDENWOOD COLLEGE.....	<i>St. Charles, Mo.</i>
STEPHENS COLLEGE.....	<i>Columbia, Mo.</i>
SYNODICAL COLLEGE.....	<i>Fulton, Mo.</i>
WILLIAM WOODS COLLEGE.....	<i>Fulton, Mo.</i>

The University of Missouri requires all junior colleges accredited by it to offer two years of college work under the following conditions: (1) Students shall not be permitted to carry for credit more than sixteen hours of work a week; (2) classes must not be crowded and teachers must not have an excessive amount or variety of work; (3) all college teachers should have had training equivalent to four years of standard college work; (4) there must be a laboratory for physical science and one for biological science adequately equipped, and sufficiently large for individual work on the part of student; there must be adequate library equipment; (6) the instruction given must be satisfactory.

Since an inspector appointed by the University reports on all the above points before a junior college is accredited, the only marked distinction between the different institutions in

<sup>13</sup>Proceedings of the Twenty-first Annual Meeting of the Association of Colleges of the Southern States, page 84.

this group is in the proportion of college students to the total number. Several do not publish a classified list of students, which presumably indicates an extremely small proportion of regular college students; Stephens apparently leads in the number and proportion of students in regular college classes.

(b) By Transylvania College and by the State University of Kentucky:

HAMILTON COLLEGE.....*Lexington, Ky.*

Junior college students, 42; college preparatory, 75; grammar school and special students, 48. Six members of its faculty hold degrees from standard colleges in addition to foreign and university training of the teacher of French. Preparatory work of Hamilton is accredited by Vassar. Hamilton and Kentucky College, apparently the two best equipped and best organized institutions south of Missouri offering junior college courses, are especially recommended by the Southern Association of College Women because they clearly state in their catalogues that examinations are required for advanced standing in some colleges. In fact no southern institution has been accredited as a junior college by eastern colleges for women.

3. Institutions classed as Junior Colleges by the Methodist Board of Education.

BLACKSTONE COLLEGE.....*Blackstone, Va.*

Students not classified. Four members of its faculty hold degrees from standard colleges. Still registered as a *secondary school* by the Association of Colleges and Secondary Schools of the Southern States. Announced in 1915 its intention of becoming a junior college.

[HOWARD-PAYNE COLLEGE. See page 12.]

LOGAN COLLEGE.....*Russelville, Ky.*

Students not classified. The statement on page 21 of its 1915-'16 catalogue to the effect that its "graduates may enter without examination the Junior Class of standard colleges" is misleading. No standard college in the South reported Logan as an accredited junior college last October. (Compare Hamilton College above.) Three members of the faculty of Logan hold degrees from standard colleges.

MANSFIELD COLLEGE.....*Mansfield, La.*

Students not classified. Courses of study very indefinite. Appears to be doing mainly preparatory and special-study work.

MARTIN COLLEGE.....*Pulaski, Tenn*

The 1915 catalogue reported 16 "regular" students in courses above preparatory work and 23 regular students in third and fourth year preparatory work. Total number of students, 213. Awards a junior college diploma. Three members of Martin faculty hold degrees from standard colleges; a fourth with a degree from Emory has done some work at Chicago and Columbia.

4. Institutions rated as Junior Colleges by the State Board of Education of Virginia.

MARION COLLEGE.....*Marion, Va.*

College students, 13; total number, 132. Classification of students indicates that it may improve. Two members of its faculty hold degrees from standard colleges.

MARY BALDWIN SEMINARY.....*Staunton, Va.*

Students not classified. College preparatory course tentatively accredited by Vassar. Eight members of its faculty hold degrees from standard colleges. Seems to be one of the best "finishing" schools in the South rather than a junior college; its training, however, is superior to that of most of the institutions in this group.

SOUTHERN COLLEGE.....*Petersburg, Va.*

Students not classified. Only seven of its students in 1915 carried as many as four college subjects, counting domestic science and domestic art as college subjects. Two members of its faculty hold degrees from standard colleges. The President "prides himself on having a school of the best ante-bellum traditions."<sup>14</sup> This characterizes its work better than the designation *junior college*.

STONEWALL JACKSON INSTITUTE.....*Abingdon, Va.*

The announcement for 1915-'16 contained no list of students or of faculty.

SULLINS COLLEGE.....*Bristol, Va.*

Suspended for second semester of 1915-'16. May rebuild later.

<sup>14</sup>Sargents' Handbook of Private Schools (1915), page 147.



VIRGINIA COLLEGE.....*Roanoke, Va.*

College students, 42; total, 160. Preparatory work tentatively accredited, but not yet tested, by Vassar. (See Hamilton College, page 13.) Six members of its faculty hold degrees from standard colleges.

VIRGINIA INTERMONT COLLEGE.....*Bistol, Va.*

College students, 62; total, 173. Graduates of 1915 were admitted to junior class of Westhampton on probation. Three members of its faculty hold degree from standard colleges, and a fourth has had foreign training in addition to a degree from Stetson University.

5. Institutions of varying standard calling themselves Junior Colleges.

ALL SAINTS' COLLEGE.....*Vicksburg, Miss.*

Students not classified. As only one student completed the "Junior College Course" in 1915, it is evidently at present a preparatory school rather than a junior college. Two members of its faculty hold degrees from standard colleges.

ANDREW COLLEGE.....*Cuthbert, Ga.*

Students not classified. Colleges of faculty not given. Whole catalogue rather vague. Appears to be doing preparatory and *nominal* junior college work.

CRESCENT COLLEGE.....*Eureka Springs, Ark.*

Junior college students, 12; total, 86. Five members of its faculty hold degrees from standard colleges. One 1915 graduate is reported as having received sixty hours advanced credit at the University of Missouri.

HILLMAN COLLEGE.....*Clinton, Miss.*

Students not classified. No members of its faculty hold degrees from standard colleges; and as it allows piano, voice, and expression to be substituted for language courses in the third and fourth year of its secondary school course, and to be substituted for Latin and Mathematics in its so-called "college" courses, it is neither a good preparatory school nor a junior college.

KENTUCKY COLLEGE FOR WOMEN.....*Danville, Ky.*

Junior college students, 11; preparatory, 50; "literary," specials, elementary, etc., 163; faculty, six hold degrees from standard colleges. Preparatory certificate admits to Mt. Holyoke, where six stu-

dents have done satisfactory work. Preparatory work tentatively accredited, but not yet tested, by Vassar. (See Hamilton College, page 13.)

LEXINGTON COLLEGE FOR WOMEN.....*Lexington, Mo.*

Students not classified. Faculty, one holds a degree from a standard college. From its catalogue it appears to be mainly a preparatory school and nominal college.

LOUISBURG COLLEGE.....*Louisburg, N. C.*

Students not classified. Faculty, colleges not stated. Apparently mainly engaged in preparatory and "special study" work.

MARGARET COLLEGE.....*Versailles, Ky.*

Students not classified. Faculty, five held degrees from standard colleges in 1914-'15. Good college preparatory and junior college courses outlined in catalogue.

MILLERSBURG COLLEGE.....*Millersburg, Ky.*

Students not classified. Faculty, announcement of training not clear; apparently no graduates of a standard college. Until 1915-'16 was merely a preparatory school calling itself "a college." Announces in its 1915 catalogue that it is reorganizing as a junior college.

MISSISSIPPI SYNODICAL COLLEGE.....*Holly Springs, Miss.*

Students not classified. Faculty, no graduates of standard colleges. Too many subjects crowded into each year to do even good preparatory work.

SAN ANTONIO FEMALE COLLEGE.....*San Antonio, Tex.*

Students, no list. Faculty, apparently no graduates of a standard college. A few of its graduates, however, have been admitted to the junior class of the University of Texas. But bright *high school* graduates might be able to do good junior and senior elective work in courses not dependent on preliminary courses in the same subject.



V. UNCLASSIFIABLE COLLEGES—*institutions of varying standard publishing in 1915 a classified list of students and a faculty list with as many as three holding degrees from standard colleges.*<sup>15</sup>

Some of these institutions are new; others are in a state of transition, or evolution; and all outline in their catalogues courses of study that imitate closely those of standard colleges. It is therefore impossible to give an accurate rating of the relative value of their 1916 degrees, or of the degrees that those entering in 1916 will receive. A student who chooses one of these colleges would have more difficulty in getting credit at the best colleges and universities than students from the approximate colleges of Group II.

ANDERSON COLLEGE.....*Anderson, S. C.*

Opened in 1912.

ATHENS COLLEGE.....*Athens, Ala.*

For distinction between standard colleges and Methodist "Class A" colleges, see page 26. Its 1914 degree represented apparently less than two years of college work.

BESSIE TIFT COLLEGE.....*Forsyth, Ga.*

Its 1914 degree represented apparently less than two years of college work.

BRENAU COLLEGE.....*Gainesville, Ga.*

Its 1914 degree was estimated in one of my former reports as being approximately equivalent to one year of college work. From its May, 1915, Bulletin, Vol. 5, No. 4, it still seems to be more of a "special study" school than a college in the strict sense of the term. The number registered as regular college students in 1915 was 131; the total number, including 76 summer school students, was 450.

<sup>15</sup>The fact that any number of the members of the faculty of an institution hold degrees from standard colleges does not necessarily imply that an institution is even an approximate college; but an institution that does *not* have *at least* six *experienced* professors in addition to several instructors with degrees from standard colleges cannot hope for recognition as a standard college.

CENTRAL COLLEGE\*.....*Conway, Ark.*  
 COKER COLLEGE\*.....*Hartsville, S. C.*  
 COLUMBIA COLLEGE\*.....*Columbia, S. C.*

Only two unconditioned freshmen in 1915-'16 catalogue. For distinction between standard colleges and Methodist "Class A" colleges, see page 26.

ELIZABETH COLLEGE.....*Salem, Va.*

Elizabeth College, Charlotte, N. C., was combined last fall with Roanoke Woman's College, Salem, Va. The 1914 degree of Elizabeth was approximately equivalent to one year of college work; its standard should be improved by its uniting with Roanoke.

FLORA McDONALD COLLEGE\*.....*Red Springs, N. C.*

Good domestic science laboratory; poor college records.<sup>16</sup>

GALLOWAY COLLEGE\*.....*Searcy, Ark.*

Especially commended for its honest advertisements. The greatest weakness in its curriculum seems to be its failure to give a "college" course in English composition.

GREENSBORO COLLEGE.....*Greensboro, N. C.*

Its 1914 degree possibly represented in some cases the equivalent of two years of college work. The Specialist in Higher Education reports that its college records are "fair," but that it keeps no record of entrance credits, and that it allows conditions amounting to a year's work. Endowment, \$100,000; volumes in library, 3,400; laboratory, only elementary. For distinction between Methodist "Class A" colleges and standard colleges, see page 26.

GREENVILLE WOMAN'S COLLEGE\*.....*Greenville, S. C.*

JUDSON COLLEGE\*.....*Marion, Ala.*

LANDER COLLEGE\*.....*Lander, S. C.*

MARTHA WASHINGTON COLLEGE\*.....*Abingdon, Va.*

For distinction between Methodist "Class A" colleges and standard colleges, see page 26.

MARYLAND COLLEGE.....*Lutherville, Md.*

Its 1915 degree did not represent any college work; it still seems to be a finishing school with a good music course.

\*Its 1914 degree was possibly approximately equivalent to one year of college work.

<sup>16</sup>It is probable that many other colleges in this group have poor entrance and college records; but the Specialist in Higher Education has examined the records only of Flora MacDonald, Greensboro, and Queens, in this group.

NOTRE DAME COLLEGE\*.....*Baltimore, Md.*

Apparently belongs in this group, but publishes no list of college students and does not state from what colleges the members of its faculty hold degrees.

QUEEN'S COLLEGE\*.....*Charlotte, N. C.*

The Specialist in Higher Education reports that its college records are "fair"; that its entrance credits since 1914 are recorded; that its laboratory is good; that the number of volumes in its library is less than 1,000; and that it has no endowment.<sup>17</sup>

SHORTER COLLEGE.....*Rome, Ga.*

Its 1914 degree represented less than two years of college work.

TEXAS WOMAN'S COLLEGE.....*Fort Worth, Tex.*

A new institution, successor of Polytechnic College.

WOMAN'S COLLEGE OF ALABAMA.....*Montgomery, Ala.*

For distinction between Methodist "Class A" colleges and standard colleges, see page 26.

VI. IMITATION AND NOMINAL COLLEGES—*institutions that are either preparatory schools calling themselves colleges, or a combination of preparatory and "special study" schools offering imitation college courses.*

The imitation colleges in this group differ chiefly from the institutions in Group V in that they are either not sufficiently well organized to publish a classified roll of students or in not having even as many as three members of their respective faculties with degrees from standard colleges.<sup>18</sup> It is not probable that the 1916 graduates of any institution in this group would receive any advanced credit at such colleges as Vassar and Wellesley. And the institutions in this group characterized as "nominal colleges" are not even good preparatory schools.

BELHAVEN COLLEGIATE AND INDUSTRIAL INSTITUTE,

*Jackson, Miss.*

Mainly a preparatory and "finishing" school.

<sup>17</sup>Compare footnote on page 18.

<sup>18</sup>See note, page 17.

BETHEL COLLEGE.....*Hopkinsville, Ky.*

Nominal College.

BLUE MOUNTAIN COLLEGE.....*Blue Mountain, Miss.*

Nominal College.

BUFORD COLLEGE.....*Nashville, Tenn.*

Nominal College. Repeats entrance "requirements" in Latin and Mathematics in its freshman and sophomore years. No member of its faculty holds a degree from a standard college; but in its 1915 catalogue the "Professor of Literature, English, Ancient and Modern Languages" is accorded the following degree from the University of Chicago:

MISS ....., M.E., A.B.

The Examiner of the University of Chicago, however, states that this person was merely an "unclassified" summer school and correspondence course student. The statement on page 39 of its catalogue in regard to the use of the laboratories of Vanderbilt University is also inaccurate. It has, however, discontinued one of the customs characteristic of weak private schools; it no longer publishes "testimonials" in its catalogue.

CAROLINA COLLEGE.....*Maxton, N. C.*

Nominal College.

CENTENARY "COLLEGE-CONSERVATORY"...*Cleveland, Tenn.*

Preparatory, finishing school, and nominal college courses.

CENTRAL COLLEGE FOR WOMEN.....*Lexington, Mo.*

Preparatory, "special study," and imitation college courses.

CHICORA COLLEGE.....*Columbia, S. C.*

Chicora College, Greenville, S. C., was consolidated with College for Women at Columbia, S. C., in the fall of 1915. The 1914 degree of Chicora was approximately equivalent to one year of college work. Offers preparatory, "special study," and imitation college courses. Apparently no member of its faculty holds a degree from a standard college.

CHOWAN COLLEGE<sup>19</sup>.....*Murfreesboro, N. C.*

Three members of its faculty hold degrees from standard colleges, but it does not publish a classified list of students. Preparatory, special study, and imitation college courses.

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<sup>19</sup>Its 1914 degree was possibly equivalent to one year of college work.

CLAREMONT COLLEGE.....*Hickory, N. C.*

Poor preparatory school.

COX COLLEGE<sup>20</sup> .....*College Park, Ga.*

In spite of statements on pages 20, 22, and 35 of its 1915 catalogue, Cox is *not* a standard college. Two members of its "college" faculty hold degrees from standard colleges, and one member of its academy faculty has a standard degree. Its students, however, are not classified; 124 are recorded as "literary," and 409 "conservatory." It confers four degrees. Preparatory, special study, and imitation college courses.

DAVENPORT COLLEGE.....*Lenoir, N. C.*

In exceptional cases students have received as much as twenty-seven hours advanced credit at Trinity and at Meredith. Preparatory and imitation college courses; but does not confer degrees.

FRANKLIN FEMALE COLLEGE.....*Franklin, Ky.*

A poor preparatory school, apparently.

FOREST PARK UNIVERSITY.....*St. Louis, Mo.*

On page 8 of its 1915 catalogue is the statement that its "requirements for graduation are similar to those of Wellesley, Bryn Mawr, Smith, and Vassar," but Professor Elliff, high school visitor of the University of Missouri, in a letter dated May 27, 1916, writes as follows: "This institution, while a university in name, is a fairly good high school, giving now and then a few courses of college rank. It is not a standard junior college in any sense. \* \* \* In fact it is not on our list of accredited high schools."

GRENADA COLLEGE.....*Grenada, Miss.*

Nominal college.

HOWARD COLLEGE.....*Gallatin, Tenn.*

Apparently a poor preparatory school.

LAGRANGE FEMALE COLLEGE.....*LaGrange, Ga.*

Preparatory, special study and imitation college courses. Students classified.

LIMESTONE COLLEGE.....*Gaffney, S. C.*

Colleges from which members of faculty hold degrees, not stated; students classified. Preparatory, special study and imitation college courses.

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<sup>20</sup>Its 1914 degree was possibly equivalent to one year of college work.

LITTLETON COLLEGE.....*Littleton, N. C.*  
Preparatory School.

MT. ST. AGNES COLLEGE.....*Mt. Washington, Md.*

No list of students and the training of the "resident" members of its faculty is not stated.

OXFORD COLLEGE.....*Oxford, N. C.*

Students extremely irregular; no students apparently in its A.B. course. Preparatory and special study courses combined with a little imitation college work.

SACRED HEART COLLEGE.....*Belmont, N. C.*

No list either of students or of faculty. Apparently engaged mainly in preparatory work.

SAYRE COLLEGE.....*Lexington, Ky.*  
Preparatory school.

SOULE COLLEGE.....*Murfreesboro, Tenn.*  
Preparatory school.

SOUTHERN FEMALE COLLEGE.....*LaGrange, Ga.*  
Preparatory and nominal college courses.

ST. GENEVIEVE'S COLLEGE.....*Asheville, N. C.*

No list either of faculty or of students; therefore presumably mainly engaged in preparatory work.

ST. JOSEPH'S COLLEGE.....*Emmitsburg, Md.*  
Apparently preparatory and imitation college work.

ST. MARY'S COLLEGE.....*Dallas, Tex.*

Faculty apparently well-trained, but as it publishes no list of students it is presumably mainly engaged in preparatory and special study work. Some of its graduates, however, have been admitted to the junior class of the University of Texas. (Compare San Antonio College, page 16.)

SUMMERLAND COLLEGE.....*Batesburg, S. C.*  
Preparatory and nominal college courses.



TEXAS FAIREMONT SEMINARY.....*Weatherford, Tex.*  
Preparatory and nominal college courses.

TEXAS PRESBYTERIAN COLLEGE.....*Milford, Tex.*  
Preparatory and imitation college courses.

WOMAN'S COLLEGE OF DUE WEST.....*Due West, S. C.*  
Preparatory and imitation college courses.

The following institutions failed to respond to repeated requests for catalogues; but their previous catalogues indicate that if they are still in existence they belong in this group:

ALABAMA BRENAU COLLEGE.....*Eufaula, Ala.*  
ALABAMA SYNODICAL COLLEGE.....*Talladega, Ala.*  
ARCADIA COLLEGE.....*Arcadia, Mo.*  
BEAUMONT COLLEGE.....*Harrodsburg, Ky.*  
BOSCOBEL COLLEGE.....*Nashville, Tenn.*  
CARR BURDETTE CARLTON COLLEGE.....*Sherman, Tex.*  
CENTRAL COLLEGE.....*Tuscaloosa, Ala.*  
CENTRAL MISSISSIPPI INSTITUTE.....*French Camp, Miss.*  
CHAPEL HILL FEMALE COLLEGE.....*Chapel Hill, Tex.*  
LINWOOD COLLEGE.....*Gastonia, N. C.*  
LIBERTY COLLEGE.....*Glasgow, Ky.*  
MARION SEMINARY.....*Marion, Ala.*  
MEMPHIS CONFERENCE FEMALE INSTITUTE, *Jackson, Tenn.*  
NORTH TEXAS COLLEGE (KIDD KEY CONSERVATORY),  
*Sherman, Tex.*  
PORT GIBSON FEMALE COLLEGE.....*Port Gibson, Miss.*  
ROGERSVILLE SYNODICAL COLLEGE.....*Rogersville, Tenn.*  
STATESVILLE FEMALE COLLEGE.....*Statesville, N. C.*  
SWITZER COLLEGE.....*Itasca, Tex.*  
TUSCALOOSA COLLEGE.....*Tuscaloosa, Ala.*  
WHITWORTH COLLEGE.....*Brookhaven, Miss.*



## College Preparatory and "Finishing" Schools

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A certificate of graduation from any of the college preparatory schools cited below, or a diploma from any of these schools that offer a "General Course," is of greater value than a degree from any of the imitation or nominal colleges mentioned in Group VI.

ASHEVILLE SCHOOL FOR GIRLS.....	<i>Asheville, N. C.</i>
ASHLEY HALL*.....	<i>Charleston, S. C.</i>
BIRMINGHAM SEMINARY.....	<i>Birmingham, Ala.</i>
CHATHAM EPISCOPAL INSTITUTE.....	<i>Chatham, Va.</i>
ELLETTS (MISS) SCHOOL*.....	<i>Richmond, Va.</i>
EL PASO SCHOOL FOR GIRLS*.....	<i>El Paso, Tex.</i>
FAIRMONT SCHOOL.....	<i>Monteagle, Tenn.</i>
FASSIFERN SCHOOL*.....	<i>Hendersonville, N. C.</i>
GIRLS' PREPARATORY SCHOOL*.....	<i>Chattanooga, Tenn.</i>
HUTCHINSON'S (MISS) SCHOOL*.....	<i>Memphis, Tenn.</i>
KENTUCKY HOME SCHOOL*.....	<i>Louisville, Ky.</i>
LUCY COBB INSTITUTE.....	<i>Athens, Ga.</i>
MARGARET ALLEN SCHOOL*.....	<i>Birmingham, Ala.</i>
MARGARET BOOTH SCHOOL*.....	<i>Montgomery, Ala.</i>
MULHOLLAND SCHOOL*.....	<i>San Antonio, Tex.</i>
PAPE SCHOOL*.....	<i>Savannah, Ga.</i>
PEACE INSTITUTE.....	<i>Raleigh, N. C.</i>
RANDOLPH-MACON INSTITUTE.....	<i>Danville, Va.</i>
SCIENCE HILL SCHOOL*.....	<i>Shelbyville, Ky.</i>
SILLIMAN COLLEGIATE INSTITUTE.....	<i>Clinton, La.</i>
SOUTHERN SEMINARY*.....	<i>Buena Vista, Va.</i>
ST. ANNE'S SCHOOL.....	<i>Charlottesville, Va.</i>
ST. HILDA'S HALL.....	<i>Charlestown, W. Va.</i>
ST. MARY'S HALL.....	<i>San Antonio, Tex.</i>
ST. MARY'S SCHOOL*.....	<i>Memphis, Tenn.</i>
ST. MARY'S SCHOOL.....	<i>Raleigh, N. C.</i>
STUART HALL.....	<i>Staunton, Va.</i>
WASHINGTON SEMINARY*.....	<i>Atlanta, Ga.</i>
WARD BELMONT SCHOOL*.....	<i>Nashville, Tenn.</i>
WHITIS (THE) SCHOOL*.....	<i>Austin, Tex.</i>

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\*On the secondary school list of the Association of Colleges and Secondary Schools of the Southern States or accredited in 1915-'16 by Smith, Vassar, or Wellesley.

## Standard College Entrance Requirements

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The entrance requirements to the bachelor of arts course of standard colleges in the South vary slightly; but a student who creditably completes the following amount of secondary school work should be prepared for unconditioned entrance to the freshman class of any college or university, North or South.

*English.* Four years of high school work according to the conditions suggested by the Committee on Uniform Entrance Requirements in English.

*History.* A full year course in either Ancient, English, or American History.

*Latin.* Four years (it usually takes five) of work, including, in addition to prose composition, four books of *Cæsar*; Cicero's four orations against Catiline, the one for the Manilian Law, and the one for Archias; and the first six books of Vergil's *Æneid*.

*Mathematics.* Three years of work, covering algebra, through the progressions (two years), and plane geometry (one year), including original exercises.

*French.* Two years of work, which should include the reading of from 400 to 600 pages of graduated texts and easy modern prose.

*German.* Two years of work which should include the reading of from 225 to 300 texts and easy stories and plays.

Students in high schools that have good laboratory equipment may substitute a year's work in each of two sciences (chemistry, physics, botany) for *either* French or German; or they may substitute a year's work in one science (chemistry, physics, botany) and an additional year's work in history for *either* French or German. Some southern standard colleges for women allow other substitutions, but those suggested above are *preferred* by all.

# SOUTHERN STANDARD COLLEGES AND METHODIST "CLASS A" COLLEGES.

Much confusion has arisen from the classification of *Methodist* colleges by the Board of Education of the Methodist Episcopal Church, South. They have a Class A of colleges *for men*, and a Class A of colleges *for women* rated on an entirely different basis. And the general public reading the advertisements of such colleges as Athens, Columbia, Greensboro, Martha Washington, and Woman's College of Alabama, does not stop to consider that they are not national Class A colleges, but *Methodist* Class A colleges—and colleges *for women* at that. Since there is no longer a national "Division A" of colleges, the only way to determine whether a Methodist "Class A" college in the South is a standard college or not is to find out whether it belongs to the Association of Colleges and Secondary Schools of the Southern States.

The following is a complete list of all colleges in the South belonging to the Southern College Association, with the date of their election to membership:

Vanderbilt University (1895).....	Nashville, Tenn.
University of North Carolina (1895).....	Chapel Hill, N. C.
University of the South (1895).....	Sewanee, Tenn.
University of Mississippi (1895).....	University Miss.
Washington and Lee University (1895).....	Lexington, Va.
Trinity College (1895).....	Durham, N. C.
University of Tennessee (1897).....	Knoxville, Tenn.
University of Alabama (1897).....	University, Ala.
West Virginia University (1900).....	Morgantown, W. Va.
University of Missouri (1901).....	Columbia, Mo.
University of Texas (1901).....	Austin, Tex.
Randolph-Macon Woman's College (1902).....	Lynchburg, Va.
Tulane University <sup>21</sup> (1903).....	New Orleans, La.
Goucher College (1903).....	Baltimore, Md.
University of Virginia (1904).....	Charlottesville, Va.
Randolph-Macon College (1904).....	Ashland, Va.
Central University (1905).....	Danville, Ky.
Agnes Scott College (1907).....	Decatur, Ga.

<sup>21</sup>Including Sophie Newcomb College.

University of Georgia (1909).....	Athens, Ga.
Richmond College <sup>22</sup> 1910).....	Richmond, Va.
University of Chattanooga (1910).....	Chattanooga, Tenn.
Southwestern Presbyterian University (1911).....	Clarksville, Tenn.
Mercer University (1912).....	Macon, Ga.
Southern University (1912).....	Greensboro, Ala.
Millsaps College (1912).....	Jackson, Miss.
Converse College (1912).....	Spartanburg, S. C.
University of Louisiana (1913).....	Baton Rouge, La.
University of Florida (1913).....	Gainesville, Fla.
Johns Hopkins University (1914).....	Baltimore, Md.
The William M. Rice Institute (1914).....	Houston, Tex.
Baylor University (1914).....	Waco, Tex.
Florida State College for Women (1915).....	Tallahassee, Fla.
University of Louisville (1915).....	Louisville, Ky.
State University of Kentucky (1915).....	Lexington, Ky.
Transylvania College (1915).....	Lexington, Ky.
George Peabody College for Teachers (1915).....	Nashville, Tenn.
Southern University (1915).....	Georgetown, Tex.

### THE ELIGIBLE LIST<sup>23</sup> OF THE SOUTHERN ASSOCIATION OF COLLEGE WOMEN.

The eligible list of colleges of the Southern Association of College Women is made up (1) of colleges belonging to the Association of Colleges and Secondary Schools of the Southern States that require a minimum of four units of foreign language for entrance, and a minimum of two years of foreign language for graduation; (2) of colleges on the accepted list of the Carnegie Foundation; (3) of colleges recognized by the Association of Collegiate Alumnae; (4) and of a few approved colleges outside the territory covered by the Southern College Association and not included in group (2) or (3).

<sup>22</sup>Including Westhampton College.

<sup>23</sup>This list may be obtained from the Secretary of the Southern Association of College Women, Miss Mary Leal Harkness, Newcomb College, New Orleans, La.



SERIES 10

November, 1916

NUMBER 1

# Meredith College

## Quarterly Bulletin

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# MEREDITH COLLEGE

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NOVEMBER, 1916

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## ART EXHIBIT

The most significant part of the exhibit from the School of Art was the work of the two diploma graduates from the school, Misses Edna Earle Bradsher of Roxboro, N. C., and Lola Vann Eddins of Palmerville, N. C. Several compositions received honorable mention from the committee of critics, which was composed of artists not connected with the school.

From Miss Bradsher's work, "October Snow," which showed atmosphere and quality, and an autumn study of goldenrod and asters good in arrangement and color, were chosen. From Miss Eddins', the Life studies were selected as showing unusual ability. Her study, "Frances W.," showed refinement of line and true artistic feeling, and her quaint silhouettes from life were charming.

The work of other students showed a faithful study of true art principles and the work from the China Painting department reached a high degree of excellence. The work of Mrs. R. Y. McPherson and Miss Mary Knight was very much admired.

The exhibit from the Art Education class was a new feature of the occasion, and of decided interest as showing how art is being made to meet the practical and economic needs of today.

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## SOCIETY EVENING

The first of the annual events attending the close of the College year occurred on Saturday evening, May 20th, when the literary societies met in joint session to celebrate the awarding of medals.

The Bowling medal was awarded to Miss Olive Kent, Philaretian, for her essay, *Tuberculosis and the Fight Against It*.

In the Astrotekton contest for the Carter-Upchurch medal Miss Esther Royster wrote the winning essay, *The Child Labor Problem as Solved by Great Britain*.

The program was opened by processional of each society, followed by the society call, given with much spirit and enthusiasm. Dr. Brewer then made introductory remarks, contrasting the old college course with the broadening scope of the new, and enumerating the benefits of membership in a literary society.

Two musical numbers preceded the reading of the essays and gave pleasing variety. Miss Irene Parker, Philaretian, sang Tosti's *La Serenata*; Miss Mary Pruette, Astrotekton, the organist of her class, gave a double number, *Cavatina* (Saint-Saëns) and *Intermezzo* (Mildenberg).

After the reading of the essays, Mr. J. D. Boushall presented the medals to Miss Kent and Miss Royster with fitting words of congratulation, which closed the formal exercises. Immediately following, the regular reception was held in the society halls.

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## COMMENCEMENT SUNDAY

The exercises, morning and evening, were held in the auditorium of the First Baptist Church of Raleigh. The processions included members of the board of trustees, the faculty, alumnæ, and students, with the senior class leading, and were most impressive scenes. Seats in the center of the auditorium were reserved and every courtesy was shown the representatives of the College. Appropriate musical programs, prepared and conducted under the leadership of Dr. Albert Mildenberg, Director of Music in Meredith College, introduced and concluded the exercises of both occasions, the "Hallelujah Chorus" being given, according to a delightful custom, at the close of the baccalaureate sermon.

At the close of each exercise the congregation stood while the academic procession formed and marched out in the order in which it entered.

The baccalaureate and missionary sermons were preached by

Rev. E. C. Dargan, D.D., of Macon, Ga. The first was on the subject, "A Misplaced Jewel; or, Beauty in a Fool"; the text being Proverbs 11:22. Dr. Dargan showed that it is each person's duty to fulfill God's purpose for his life, which he can do by being good, useful, and happy. He also showed how all these high ends may be missed through selfishness, idleness, and frivolity.

The missionary sermon at night was from Mark 14:9: "Verily, I say unto you, wheresoever this gospel shall be preached in the whole world, that also which this woman hath done shall be spoken of for a memorial of her." Mary's beautiful deed of devotion became her imperishable monument. So, today, and always, the path to lasting eminence in the kingdom of God is complete devotion to the Master's service.

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## CLASS DAY

The Class Day exercises on Monday, May twenty-second, began with the usual processional of sophomores, bearing their lovely daisy chains, between which the seniors marched, wearing dainty white dresses stenciled in blue birds, the class mascot. This mascot was the key-note of the day's program, for after welcome, the song to the sophomores, and the sophomore response had been sung, the seniors gave a very pleasing little sketch to illustrate their search for happiness at Meredith. Student Government and the faculty were cleverly impersonated, but their offers of a hand-book and a catalogue as tokens of happiness were rejected, and it was only upon the adoption of the blue bird that true happiness was found and blessings were poured out upon the fortunate class of 1916.

The seniors' gift to the College this year was a handsome new curtain for the chapel stage. This was gracefully presented by Miss Martha Wall, president of the class, and accepted by Mr. Carey J. Hunter from the board of trustees. Miss Royster then presented the athletic loving cup, which was won by the freshman basket-ball team.

After the class prophet had spun the future of her classmates and the will had been read, the whole audience joined in singing the College hymn while the seniors marched down the aisle and out onto the campus, where the exercises were concluded at the planting of the ivy.

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## THE ANNUAL CONCERT

The concert given by the School of Music offered ample opportunity for observing the decided progress made in the work of all the departments. The names of seven graduates and two advanced students appeared on the program. The audience was attentive and appreciative of the work done during the year, as shown in the annual concert.

Of the pianists, Miss Mary Lois Ferrell showed unusual musical ability in her rendering of the first movement of Rubinstein's Concerto (D minor), and Miss Bessie Pearson Campbell's delicate touch showed to great advantage in her group. On account of illness, Miss Hendren was unable to play.

Miss Eva Maude Lane acquitted herself laudably in Ware's effective song, "The Last Dance." The exquisite lullaby from "Jocelyn" by Godard was sung with great charm and purity of voice by Miss Irene Weller Parker, and Miss Eunice Britt's voice showed to great advantage in Massenet's aria, "Il est doux, il est bon." The other voice number by Miss Ruby Genevieve Penny called for the hearty applause which is usually given her work.

Mr. John Josey's organ number was much appreciated by the audience, as was also the group by Miss Mary Olivia Pruette. Her combination of registers in the Largo from "New World Symphony" by Dvorak were admirable. One can hardly imagine a more faithful reproduction of the colors of instrumentation than is found in the orchestral score. Of the whole program, this number was perhaps the most artistically rendered, and Miss Pruette deserves special mention for her work.

Of the three choral numbers by the Meredith choir, Rubinstein's beautiful setting of Tennyson's "Choric Song" deserves

special mention. It was rendered with unusual depth of feeling and artistic finish.

The program for the evening was as follows:

1. Choric Song (Tennyson).....*Rubinstein*  
MEREDITH CHOIR
2. VOICE  
The Last Dance.....*Ware*  
(Cello and organ obligato)  
EVA MAUDE LANE
3. PIANO  
a. Impromptu .....*Chopin*  
b. Capriccio .....*Moszkowski*  
BESSIE PEARSON CAMPBELL
4. Spinning Song (from "The Flying Dutchman").....*Wagner*  
MEREDITH CHOIR
5. VOICE  
a. The Lass with the Delicate Air.....*De Arne*  
b. Snow (from "The Seasons").....*Ronald*  
RUBY GENEVIEVE PENNY
6. ORGAN  
a. Largo (from "New World Symphony").....*Dvorak*  
b. Meditation (from "Thais").....*Massenet*  
MARY OLIVIA PRUETTE
7. Lullaby (from "Jocelyn").....*Godard*  
(Voice, violin, and organ)  
IRENE WELLER PARKER
8. PIANO—Concerto (D Minor), First Movement.....*Rubinstein*  
MARY LOIS FERRELL
9. ARIA—"Il Est Doux, Il Est Bon".....*Massenet*  
EUNICE STANCEL BRITT
10. ORGAN  
Excerpt from "Les Preludes".....*Liszt*  
JOHN JOSEY

## 11. PIANO

Caprice Espagnol .....*Moszkowski*

MARY ELIZABETH HENDREN

12. Grand Choral and Finale.....*Verdi*

MEREDITH CHOIR

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MISS MARY LOIS FERRELL, *Violinist*MISS HELEN MARIE DAY *at the Piano*ALBERT MILDENBERG, *Mus.D., Organist and Director*

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**GRADUATION DAY**

The commencement exercises of Meredith College were held at ten-thirty Tuesday morning, May twenty-fourth. After the academic procession of twenty-four graduates in cap and gown, the trustees and the faculty, "Jerusalem the Golden" was sung. Dr. R. T. Vann pronounced the invocation, after which the College choir sang an anthem from Verdi.

Dr. Brewer then introduced as the speaker of the day Dr. Henry Louis Smith, president of Washington and Lee University, who gave a forceful and inspiring address on "The Expanding Life." He introduced his subject by saying that each one is architect of his own growth. Today, especially, there is need of the expanding life, since the tendency of modern life is towards making us all mere cogs in a machine. He took the oak tree as an illustration of the expanding life. As the tree sends out more branches and broadens, so must we broaden in our knowledge, our interests, and our sympathies. As the roots of the tree strike constantly deeper, so must we develop depth of character, courage, and strength. But the most inspiring lesson of the tree is that it grows constantly higher, just as we must add vision and dignity to our life.

In conclusion, Dr. Smith outlined the results that would come from the expanding life. It alone gives sanity and judgment so much needed in modern life; resourcefulness and adaptability



for every occasion that may arise; elasticity and perennial freshness that keeps one ever young—real richness and vision and inspiration.

At the conclusion of this speech Dr. Brewer presented diplomas to the following:

*A.B. Degree.*—Alberta Newton Brown, Cornelia Evermond Covington, Nellie Blake Fowler, Anne Olivia Kent, Clara Barton Newton, Mary Ruth Owen, Ella Parker, Esther Frances Royster, Cora Della Sawyer, Irene Lillian Thompson, Ida Ethel Wall, Martha Christine Wall.

*B.S. Degree.*—Dorothy McDowell Vann.

*Junior College Diploma.*—Lucy Agnes Alderman, Earla Ravenscroft Ball, Essie Martin, Margaret Lillian Maynard, Mary Snider, Verdie Elizabeth Snyder.

*Diplomas in Art.*—Edna Earle Bradsher, Lola Vann Eddins.

*Diplomas in Piano.*—Elizabeth Pearson Campbell, Mary Lois Ferrell, Mary Elizabeth Hendren.

*Diploma in Organ.*—Mary Olivia Pruette.

*Diplomas in Voice.*—Eunice Stancel Britt, Corinne Park Gordon, Eva Maude Lane, Irene Weller Parker.

*Diploma in Public School Music.*—Elia Rand Norris.

In delivering the baccalaureate address, Dr. Brewer said that the chief difference between life after college and college life is that more than ever before there is a necessity of making one's own choices. He urged the class to be true to their ideals above all, and to have a proper regard for their constituency, since "No man liveth unto himself." He reminded them, in conclusion, that in their new freedom they must recognize their obligation to their daily tasks.

After the singing of "All Hail the Power of Jesus' Name" Dr. Livingston Johnson of Rocky Mount presented the class with Bibles. After the singing of the Alma Mater the benediction was pronounced by Rev. J. C. Campbell, principal of Buie's Creek Academy.



## THE ALUMNÆ

No one views with greater satisfaction and pride the many improvements in Meredith College from year to year than does each one of her daughters who returns for commencement. But, after all, we feel like strangers in our own home. Strange faces fill her halls and other hands direct activities which were once our very life. And so it comes about that the alumnae meetings, considered in undergraduate days as a conventional but unnecessary accompaniment of commencement, become the chief end of the pilgrimage to our alma mater. There, at least, away from the swiftly changing generations of a college community, we are in our own era again; there alone is a bit of yesterday.

A large number returned in 1916 for this glimpse of yesterday, and they were especially pleased at the arrangements for their entertainment and business transactions. To Miss Paschal's remarkable memory and keen sense of the fitness of things were due the pleasure which each alumna had from rooming with just the right person and near just the right persons. To her the alumnae are indebted each year for her pains to make our home-coming as nearly real as the absence of so many will allow. To the social committee, headed by Katherine Staples, we owe thanks for the success of the social and business meetings.

In accordance with the action of the association in 1915, luncheon was served on Monday directly following the class-day exercises. This was of special interest to the alumnae because it made us vitally aware of the new department in the College, the luncheon being held in the Home Economics Building, and served by the students in the department. A well appointed salad course, followed by ices and coffee, testified to the efficiency of the new work in which the College is engaged. Informal little speeches in which each alumna present spoke on the topic, "Who I Am and Why," were the source of much merriment—wonderful husbands and wonderful children being the theme of many.

The business meeting followed directly on the heels of the luncheon without even an intermission. Mrs. L. E. M. Freeman was reëlected president, with the following as associate officers: Bertha Carroll, vice-president; Louise Lanneau, recording secretary; Mary Steele, corresponding secretary; Mrs. J. W. Bunn, treasurer; Emily Boyd, secretary of clubs. The business consisted mainly of finishing up matters left pending at last meeting. The one new item of general interest was the adoption of resolutions requesting the trustees to allow the association to elect one of its members to represent it on that board.

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## BACCALAUREATE ADDRESS

BY CHARLES EDWARD BREWER

*Young Ladies of the Graduating Class:*

I greet you in the name of Alma Mater, in the name of the multitude of friends whose eyes are turned toward you on this auspicious day and whose hearts are pulsing in sympathy with your own, whose prayers ascend for Heaven's benediction on you as you enter the threshold of real life.

This is preëminently *your* day—it is your commencement day. The very day that witnesses the close of your period of formal training here witnesses also the commencement of a new period in your personal history. The new you will find to differ from the old not so much in the amount of work required as in the environment in which it is done—in the atmosphere that you will breathe, in the motives that will control you and your fellows. Life in college is real. It has its hopes, its aspirations, its disappointments, its surprises, its failures, its achievements, its quakes, and its thrills.

The chief difference between life in college and the life you are now entering is in the necessity now of making your own choices in a more real sense than heretofore. Your work has been largely determined by the curriculum, your time has been divided and utilized according to the college schedule of hours, the responsibility for planning your work has rested largely on

others. This day marks the beginning of the time when you will plan your own work and assign your own tasks—and, perhaps, the tasks of others. You now set the clock for yourself and make your own schedule.

I am sure, however, that you have already been impressed with the idea that it is all-important for you to observe recognized proprieties in exercising this new freedom. You may make your own choice, you may make your own schedule, but you must do so in view of the obligations that will confront you. You must preserve a befitting harmony between liberty and duty. In exercising this new freedom you will have to regard, first, *your ideal in life*. Your ideal will largely determine your achievements and will mark the boundary of your development. Some one has said, "Ideals are like stars; you will not succeed in touching them with your hands, but, like the sea-faring man on the desert of waters, you choose them as your guides and following them you reach your destiny." So it is that your conception of life and duty, intangible though it be, will direct the course of your life with unerring precision. It is like the flange on the wheel that holds the mighty engine to the track; it is like the invisible rudder that keeps the giant ship true to compass and chart. To attempt to make a life without carefully selected ideals is as irrational as to expect results from a locomotive without a track or from a ship without a compass.

Ideals, let me remind you, are jealous of their place in your life. They cannot endure neglect; they cannot brook any sort of rival. They require a constant fealty, an individual devotion. Fortunate for you if you discover a new freedom in a happy slavery to a worthy ideal.

A second necessity for you in your new environment will be to have a proper regard for your constituency. "No man liveth to himself" is as true today as it was thousands of years ago. You must have a constituency. The power of man excels that of brute in that man knows the use of the lever and can thus multiply his strength. We have high authority for the statement that under proper conditions one will chase a thousand and two will put to flight ten thousand. Your influence will

multiply in geometrical progression as your coworkers increase in arithmetical progression. If you are to count only the thoughts of one mind, the feelings of one heart, the achievements of one body, the results will be meager and unsatisfactory. Organization and coöperation are two forces whose resultant is efficiency. The organization referred to here is that of conquering spirits like your own—their coöperation under inspiration from you is the sign and the seal of your triumph.

There is another thought I desire to present to you in this connection: you will need a constituency in order to multiply not only your power, but your opportunities for service. Men are discovering and transforming and utilizing the material earth on which we live. The sea is no longer a boundary, but a highway. The atmosphere about us is no longer "thin air," but under the touch of science and invention has become a storehouse of wealth, an increasingly important commercial medium. Current stories of exploits of toilers in these fields of discovery and invention are romantic and thrilling in the extreme, and for my present purpose may be accepted as containing no exaggeration. They only emphasize the dignity of labor in the field of human life and the possibilities that may there be revealed. When Jesus asked the question, "How much better is a man than a sheep?" He called attention to the gulf forever separating mankind from all other considerations. It is easy to work with dead matter. It is interesting to work with lower forms of life. It is heroic and ennobling to work with human life, to bring it into harmony not only with the best the world knows, but with God the Creator of the universe and the Father of mankind.

Find your constituency. Discover coworkers who may be at the same time your field. Avoid isolation by all means, save at the cost of truth and principles.

I remind you, finally, that in this new freedom you will need to recognize your obligation to your daily task. This will constitute a supreme test. In the daily routine of life romance quickly gives place to reality, and there is danger of being overcome with its monotony. A busy life, however, with careful

attention to its details, is a panacea for many of the ills that will threaten you. Temptation, discouragement, indifference, doubt, hesitation, fear, and kindred forces have little opportunity to attract the one industriously occupied with constructive enterprises.

The busy life is not only a preventive—it is a preparation for promotion. Lincoln splitting rails and Lincoln in the White House were two notable crises in the career of that great man. But there were years of patient toil intervening between them which culminated in his election to the presidency. We call them years of drudgery, but each day and each year were but stations on a great highway toward his destiny.

Some one has expressed this sentiment in these lines:

“Forenoon, and afternoon, and night; Forenoon,  
And afternoon, and night; Forenoon, and—what?  
The empty song repeats itself. No more?  
Yea, that is life; make this forenoon sublime,  
This afternoon a psalm, this night a prayer,  
And time is conquered, and thy crown is won.”

And so your new freedom is offered you today. Seize it, appropriate it, make it sure, by enslaving yourself to ideal, to constituency, to task. For “He that would save his life shall lose it.”

And now, members of the graduating class, farewell—farewell and welcome. Farewell as undergraduates of Meredith College; welcome to the larger circle of friends without, to the wider sphere.

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## FACULTY NOTES

Several new professors and instructors have been added to the Meredith faculty.

The new head of the Science department is Mr. John Henry Williams, A.B. of William Jewell College. Mr. Williams has studied also at George Peabody College for Teachers, and at Columbia University.



Miss Donna Marie Thornton, Lake Erie College A.B., and Ohio University A.M., is professor of French. Miss Thornton taught at Lake Erie College and has traveled and studied in France.

Miss Louise Cox Lanneau, Meredith College A.B., a student at Wake Forest College and Columbia University, has returned to take up her duties as instructor in chemistry after a year's leave of absence spent in study at Cornell University.

Miss Mary Susan Steele, a Meredith graduate, has returned to the College as instructor in English after receiving the A.B. degree from Cornell University last year. Her predecessor, Miss Katharine Campbell Johnson, is to study voice in New York this year.

Miss Flossie Marshbanks, Meredith College A.B., takes the position of secretary to the president.

In the Music department Miss Mary Elizabeth McCullers, a Meredith graduate, comes from Chowan College as instructor in piano. Miss McCullers studied this summer at Chautauqua, New York.

Mrs. Bessie Sams English returns this year to take Mrs. Blalock's place in the Piano department. Mrs. Blalock is spending her year's leave of absence in New York studying.

The Voice department has Miss Knapp as a new instructor.

Miss Vann, professor of mathematics, attended the summer session at Cornell University.

Miss Bailey, instructor in Home Economics, attended Columbia summer school.

Miss Noble of the Art department studied in New York during the summer.

Mrs. Ferrell taught music in the summer school at Chapel Hill.





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# TAKING STOCK\*

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[The President's Address at the Twenty-second Annual Meeting of the Association of Colleges and Secondary Schools of the Southern States, November 16, 1916.]

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B. E. YOUNG

I regard it as extremely fortunate for this audience, as well as for me, that this is not an oratorical society. From the beginning this body of educationalists has been organized to work and to discuss, rather than to orate; to observe, examine, and report; to forward self-criticism rather than self-congratulation. I believe, therefore, that it is more in order for me, as the representative of this body, to give you my observations for the six years that I have seen it at work, that is, since the autumn of 1910, with some few deductions and recommendations, rather than to offer you anything theoretical and far-flung in the way of educational theorizing.

The Association has traveled far in these six years. Since the 1910 meeting it has extended its membership considerably. It has elected sixteen colleges as new members during this period—nearly one-half of the total of thirty-seven college members. It has elected eighteen new school members, or just two-fifths of the total of forty-five school members. If we have chosen well, this growth is an evidence of great progress in college standards and in the development of secondary schools during this period.

The increase in our school membership, at least, is a reflection of the great development in southern high schools during the period from 1905 to 1910, which Dr. Henry S. Pritchett has commented upon. No doubt we shall soon show a still greater increase in school membership, since the period from 1910 to 1915 will undoubtedly show that this development of high schools has continued or has been accelerated.

Another important increase in our membership is in the list of individual members. This plan has been in operation since

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1913. We have thus gained some able students of education for our forum. We have also gained the affiliation of a number of institutions that for one reason or another have not been able to enter the Association.

The most conspicuous enterprise of the Association during this period was the organization of its certificating and accrediting system.

In 1910 the Association completed a thorough study of the administration of the certificating system of entrance into college. In that year a complete digest of the whole subject, consisting of a syllabus for discussion, a bibliography, various exhibits showing forms of certificates, *et cetera*, was presented to the Association by the late Prof. Frederick W. Moore, and Prof. J. L. Henderson of our Executive Committee.\* From such profound examination the Association proceeded in 1911 to the organization of an accrediting system. A report providing for this organization was adopted that year, and in April, 1912, the Commission met for organization. At our 1912 meeting definite regulations for the Commission were adopted by this body.

It is possible that the lay members of the Association do not realize the magnitude of the work that this Commission has already done, and of the task that it has laid out for itself in the near future. It has unquestionably forced the improvement of high school standards in almost every community in the South, by its requirements for accrediting. It has secured the active coöperation of the colleges, so that the chairman of the Commission was able to report in 1915 that practically all the colleges within our territory had reported to the professors of secondary education the standing of students during the first half-year from schools on the accredited list.

The Commission has established fraternal relations with the North Central Association. A joint committee has met from time to time to consider the problems common to both associations. A joint blank has been approved for the reports of

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\*In 1906 a plan of correlation had been presented in brief by Prof. J. S. Stewart. See Proceedings of the Twelfth Annual Meeting.

schools. We trust that soon each of these associations will be able to recognize the accredited list of the other.

The Commission on Accredited Schools is not perfect, we must concede. The accredited lists of some states are far superior to those of others. The scrutiny has been too close in some states and too lenient in others. There has been undeniable friction with some old-established schools that are fixed in their ways, or that, from the conditions of their organization, cannot comply with all the regulations of the Commission. In some cases these have been schools that for years have been known for their unyielding devotion to high ideals of education. In some cases they have been members of our Association almost from the beginning. We hope that the Commission will ultimately enlist their coöperation, for as a whole it has unquestionably endeavored conscientiously to secure conditions that will give the highest results with local freedom of programs of study and curriculum. Such difficulties will adjust themselves when the certificating system has completely vindicated itself, when the certificate has a definite, fixed meaning, and when the accredited list becomes a roll of honor.

The Accrediting Committee owes its success to the initiative and the enthusiasm of the well-trained secondary education men in its membership. These men have justified the complimentary mention of them and their work that was made in Bulletin No. 4 of the Carnegie Foundation for the Advancement of Teaching as follows:

"The South is in the midst of a genuine educational renaissance. Within the last few years every Southern State, under the leadership of the State University, the State Department of Education, and certain endowed institutions like Vanderbilt University, has set enthusiastically to work to develop its common and secondary school systems after the admirable model furnished by the robust communities of the Middle West. The professors of secondary education in the State universities are the evangelists of this auspicious movement. Young, intelligent, well trained, these sturdy leaders ceaselessly traverse the length and breadth of their respective States, stimulating, suggesting, guiding, organizing. It is an inspiring spectacle."

Not only in such legislation has the Association contributed to the development of our system of high schools, which has been called the greatest piece of constructive work now taking place in the South, but the discussions on our floor and in our publications have also contributed powerfully to the advance of thought regarding secondary education in general. I would mention the series of reports still being made on Economy of Time in Secondary Education, which were highly complimented recently by a distinguished visitor. I may mention also the papers on vocational subjects in the high schools, on the preparation of secondary teachers, on the problems of the private schools, on the school library, on the rating of women's schools, and kindred subjects. Some of these papers have been widely circulated in reprint form, and some have been expanded into books, and are being extensively used in the libraries and educational courses of our own and other regions.

In 1913 the Association undertook to consider institutions further advanced than secondary schools, but not doing full college work. The Association found that the term "Junior College" covered a multitude of sins, or perhaps I should say that it was a coat of many colors. As a result of this discussion, a committee was appointed to consider the whole subject. In 1914 it brought in a report recommending the adoption of an amendment to the constitution admitting junior colleges to membership under rigid conditions. This amendment was adopted in 1915, and the Executive Committee members have been considering the exact conditions of admission during the past year.

This provision has great possibilities for good in the improvement of the small college situation in the southern states. We cannot, however, expect miracles of it, and the good it will do will be a matter of slow process, like our own evolution.

This is the place to mention again the series of epoch-making papers on southern woman's colleges in general, by one of our woman members whose work is known to you all. I imagine that she received her earliest inspiration from the work of this Association. In 1911 her frank and able paper on "Southern



Colleges for Women" really struck home at this question for the very first time in our history. This paper was followed by others equally able, published in various mediums. In 1913 she endeavored to determine the approximate value of recent degrees of all the principal southern colleges. This report, like the preceding, has been of great value to us in our work. But more, the work of Miss Colton—for it is of her I am speaking—has become known throughout the country; wherever there are committees on admission to advanced standing, or committees on graduate instruction, in short, wherever education is made a science, she is known as one of the South's leading writers on education. And I may even add that the high rating of the college members of this Association in the educational councils of other sections is due largely to her willingness to vouch for our educational honesty. The importance of her work, as of some of the other work done recently by our members, has not been realized perhaps as much at home as abroad.

So much and more could we say for the progress registered during the past six years. But, as I remarked in the beginning, this Association was not organized for self-felicitation. What are our shortcomings?

We have too many weak members, too many who are too weak in equipment, in library, in endowment, in faculty, in requirements for graduation, to be rated as standard colleges. I have lately had access to the private ratings of one of the great universities of the East, and I find that its authorities, while they always regard the fact that a college in our territory is a member of this Association as a very strong argument in favor of putting it on their accepted list of University admissions, rate at least four of our members, and possibly more, as below par. This concerns over ten per cent and possibly fifteen per cent of our membership.

We should now begin to require a certain minimum of income, of library facilities, of academic preparation of members of faculties, *et cetera*, of all our college members. The forthcoming statistics of the Commissioner of Education may show some of us up in a sad plight in such matters.



We have too many weak-kneed members who enforce all our regulations only perfunctorily, who are only half-heartedly members of this Association.

For some years I have wished to propose to the Association some plan for the periodical reëxamination of our collegiate membership. It needs an occasional stimulation. Even an annual roll-call and passing of character, after the fashion of a Methodist Conference, would be better than nothing. Some system of biennial or triennial inspection would be far better. This is one of the things we could do if we had more money for traveling expenses.

We are not going ahead so rapidly in higher education as we should. Our colleges have not altogether kept pace with the development of our secondary schools, nor with the astonishing economic development of the southern states. Too many of our college members are still holding fast to antiquated methods and worn-out ambitions. Many of us are spending more on various forms of advertising than on the library. I believe in democratizing the college, but not in vulgarizing it. I wonder to what extent an antiquated spirit of competition, to make a larger showing than some other institution, to build finer buildings and enroll more students, is responsible for our petty hypocrisies and evasions. Would it not be possible, rather, to encourage a system of division of labor and of co-operation, instead of one of competition?

We need to create here at home a sentiment, not in favor of founding more colleges, but of consolidating, of combining some of the too numerous colleges we already have. In any southern state you can find a half-dozen colleges of some one denomination, that might readily be combined into one strong college. The church leaders themselves will acknowledge this. By refusing recognition, we can aid this process of consolidation.

A southerner who spends any length of time in the midst of the great educational system of the East is often amazed at its tremendous efficiency. He is likely to attribute this efficiency to the appalling riches of the great institutions; but upon

closer examination he finds that the greater institutions are not necessarily doing the best work. Some of the smaller and poorer colleges are doing just as good work, and some of them are noted for the excellent scholars and literary men that they have turned out. (I am not speaking here of statesmen. It is an easy matter to turn those out.) Their efficiency is due to organization, to system, to promptness, to scientific management. The teachers of the North and East have no more willingness to do than we have. They have no higher educational ideals than we have—I am speaking of the best of us, of course—but they have the advantage in machinery and in organization, as well as in wherewithal. Their educational machine is compact and concentrated, and ours is spread out all over. They know much better what they want to do than we do, and they know their limitations better. It is not only a question of riches, after all, but also a question of economy of time and energy.

I remember very well a talk that I had with a southern scholar in New York last summer, a man who is widely known for his learned articles, a man who has kept his scholarly balance after years of isolation in a small institution. He lamented the decadence of the professors in our southern colleges. He said: "Our young men go up to Harvard, to England, to Germany, to France, for their graduate studies. They do fine work. No man can do better research work than a young southerner can do when he is a candidate for a Ph.D. degree or some other decoration. And we have published some great dissertations, some of them not only fine pieces of research work, but real pieces of literature. But when our young southerner gets back home he settles down, and he keeps settling. He goes in for everything under the sun but his own particular line. For a few years he keeps in a sort of nominal touch with his specialty, and attends his national meetings, and then he reverts to original sin, like a missionary on a cannibal isle. About the best he can do is to make an occasional rambling speech in an educational association."

I am afraid my friend spoke a little more vigorously than

he meant, and I may have put on a few trimmings myself in trying to quote him from memory. But much of what he said is gospel truth.

The reason, of course, lies partly in such things as low salaries, distance, long teaching hours, and climatic and social conditions. One great reason, however, is the lack of centers of graduate study and scientifically organized libraries and laboratories. We have been so busy with the elemental and primary necessities that we have been unable to satisfy the higher ones. Some of us who made an excellent start a few decades ago in graduate work have not been able to maintain our original ideals. Those that have made good have not always enjoyed the full support of their fellow-members.

Not that more of our colleges should offer the degrees of Master of Arts and of Doctor of Philosophy. Too many of us today are giving such degrees without the proper right to do so. For too many of us the degree of Master of Arts means only that a promising student has stayed on for another year or so and continued his undergraduate studies, perhaps doing a little low-gear teaching to pay for his keep. Perhaps he has had access to a few more books, if only those in his professor's private study. Unless this student has been brought to realize the meaning of graduate study, and to do really independent work, he is not entitled to a post-graduate degree. When he learns better, he will return to plague his vainglorious professor. Some of our colleges seem still to regard the M.A. degree as a sort of bonus—with each share of preferred stock they give one share of common.

From a study of catalogues I find that only three of our collegiate members are so modern as not to offer the degree of Master of Arts: Agnes Scott College, University of Chattanooga, and Goucher College. The latter offers the degree only in connection with Johns Hopkins University, permitting candidates to reside in the college under certain conditions. Southern University makes no mention of the degree, but its alumni list shows graduates thus decorated comparatively recently. University of Florida discourages candidates for graduate study.

As for the degree of Doctor of Philosophy, I do not believe that more than three or four of our members are qualified to offer it at all, under the modern acceptance, unless it be offered in certain special departments that are unusually well founded. Yet an examination of catalogues shows that the following of our colleges offer this degree:

George Peabody College for Teachers.

Goucher College.\*

Johns Hopkins University.

State University of Kentucky.

University of Missouri

University of North Carolina.

Rice Institute.

University of Texas.

Tulane University.

Vanderbilt University.

University of Virginia.

Verily, the list is a long one! At a guess, I should have thought there were not more than ten institutions in the United States indubitably equipped to give this advanced degree. I am constrained to believe that some of our members, so genuine in other respects, are still carrying this announcement in their catalogues because it has always been there, as a sort of senatorial courtesy.

Unquestionably, however, there are several of these that are equipped for higher work, and these should have our loyal support. Only thus can we create the reserve centers of graduate instruction that are so badly needed in the southern states. We do not necessarily need to encourage the formation of large institutions, but rather of choice ones that specialize. It will mean a half-dozen great libraries, not mere accumulations of books, but collections scientifically selected and correlated.

You will think at once of some of the important scholars' libraries in Europe that are remarkable for their smallness.

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\*Goucher College gives the degree of Doctor of Philosophy only in connection with Johns Hopkins University, allowing candidates to reside in the college under certain conditions.

You will think of some of the little provincial universities of Germany and France that are doing just as high a quality of work as the immense institutions of Berlin and Paris, and sometimes turning out greater scholars. If you turn away from letters to science or engineering, you will think of some of the little technical schools of England, France, and Germany, of some even in such tiny countries as Sweden and Holland, and of several small schools in our own eastern states, some of them so small as to be laboratories rather than colleges, and housed in unpretentious rooms in obscure quarters. And yet some of these are famous throughout the earth.

I believe that the lack of graduate facilities from which we are suffering is only partly due to our lack of money; that it is due, rather, to the lack of organization and coördination in our educational system. I believe that we in the South—the best of us—have a higher sense of liberal culture than any I have ever met in other divisions of our country. I believe it will be the South, ultimately, that will keep alive the humanities and the philosophies in the true sense of those terms, because it will not engage so madly in the struggle for quick success as the other parts of our country. If, however, the South is ever to develop an effective system of graduate education, the time has come to be up and doing.

Unfortunately, our Association has no autocratic powers. It cannot divide and subdivide, coördinate and correlate, by its own mandate. It can only advise and suggest. Yet it can put some *energy* behind its suggestions and its advice; and it can support its honest home products. Let me remind you of Matthew Arnold's saying that "Not only in the moral sphere, but also in the intellectual and spiritual spheres, *energy and honesty* are most important and fruitful qualities; that, for instance, of what we call genius, *energy* is the most important part."

I have thought of some of Matthew Arnold's teachings more than once in connection with our Association. I am reminded again of his analysis of the French Academy in the essay on "The Literary Influence of Academies." Our Association can



do some of the things that Arnold found the French Academy has been doing for three centuries. Our Association cannot coerce, it cannot dictate. It can, however, set standards in certain directions; it can "create a force of educated opinion," "checking and rebuking those who fall below these standards, or who set them at naught." It can keep our bent "toward clearness, correctness, and propriety" in education. It can keep itself a "center of correct information, correct judgment, correct taste," of what Arnold calls "urbanity" in education, and it can put aside provinciality and vulgarity. It will continue to be attacked, like the French Academy again; for "ignorance and charlatanism in work of this kind are always trying to pass off their wares as excellent and to cry down criticism as the voice of an insignificant, overfastidious minority." We shall have to stand together and make ourselves the recognized authority in matters of educational tone and taste, the "sovereign organ of the highest opinion." And then we shall be building better than we know.

# JUNIOR COLLEGE REQUIREMENTS IN THE SOUTH\*

---

ELIZABETH A. COLTON

Since each southern educational agency recognizing institutions as junior colleges has set a different standard, much confusion has arisen as to what really constitutes a junior college. The Association of Colleges and Secondary Schools of the Southern States is, of course, the proper agency to formulate requirements, which will be generally recognized as standard. And though this Association has not yet stated specific requirements as to number of teachers, their training, the amount of work assigned them, number of college students, resources, and equipment, yet a comparison of the various junior college requirements summarized below shows plainly that only those of the University of Missouri are sufficient to make an institution approximate the standard indicated, even in the *general* requirements of the Southern College Association.

## JUNIOR COLLEGE REQUIREMENTS ADOPTED BY THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES.†

1. The college work must be the essential part of the curriculum, and names of college students must be published separately.

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\*For fuller discussions of Southern junior colleges write to Dr. Walter Hullihen, Sewanee, Tenn., for copies of the Proceedings of the Twentieth and Twenty-second Annual Meetings of the Southern College Association; price, 50 cents each.

For specific data in regard to the actual requirements of individual institutions listed as junior colleges, write to Miss A. J. Gash, Pisgah Forest, N. C., for a copy of "The Various Types of Southern Colleges for Women," published by the Southern Association of College Women; price, 15 cents.

†Institutions seeking junior college admission to the Southern College Association should apply to Dr. Walter Hullihen, Sewanee, Tenn., for application blanks.



2. If a preparatory department is maintained, its work must be approved by the Association.

3. The requirements for admission to college classes, both for regular and special students, must conform to the requirements of colleges belonging to the Association.

4. The requirements for graduation must be based on the satisfactory completion of *thirty-year*, or *sixty semester*, hours of college work corresponding in kind and grade to that given in the freshman and sophomore years of colleges belonging to the Association.

5. The junior college shall not confer degrees, but may award diplomas.

6. The junior college shall conform to the regulations which the Executive Committee shall make as to number of teachers, their training, the amount of work assigned them, number of college students, resources and equipment.

**No institution in the South has yet been recognized as a junior college by the Association of Colleges and Secondary Schools of the Southern States.**

#### JUNIOR COLLEGE REQUIREMENTS ADOPTED BY THE UNIVERSITY OF MISSOURI.

1. The requirements for admission to the work of the college must be the equivalent of those of the College of Arts and Science in the University of Missouri.

2. If a preparatory school is maintained in connection with the college, its work must be approved by the University of Missouri.

3. The course of study in the college must be two years in length; and the college year, thirty-six weeks.

4. For graduation from the college, the student must complete satisfactorily sixty hours of work, which must be the equivalent of that required in the first two years in the College of Arts and Science in the University of Missouri.

5. Students shall not be permitted to carry for credit work amounting to more than sixteen hours a week.

6. There must be a sufficient number of teachers to conduct the work without crowding the classes, or without assigning to individual teachers an excessive amount or variety of work.

7. All college teachers should have had training equivalent to four years' work in a standard college, and it is desirable that they should have completed one year's graduate work.

8. There must be a laboratory for physical science and a laboratory for biological science, each adequately equipped and sufficiently large to permit easily of individual work upon the part of the students.

9. There must be an adequate library equipment.

10. The college must give satisfactory instruction in the work specified in the fourth requirement, and, in addition, must give satisfactory instruction in other courses which the student may take in completing the conditions for graduation.

*The main distinctions between the requirements of the University of Missouri and those of the Southern College Association are: (1) The nine Missouri junior colleges confer the "A.A." degree; and (2) they are not required to publish a classified list showing number of college students.*

#### JUNIOR COLLEGE REQUIREMENTS ADOPTED BY THE VIRGINIA STATE BOARD OF EDUCATION.

"The graduates of a registered institution in Virginia which does not comply fully with the definition of a college, but which offers an approved four-year course, at least two years in advance of the standard four-year high school, with one year's work of college grade in English, History, Mathematics, and Science, shall be granted a Junior College Certificate. . . . This certificate entitles the holder to teach both high and elementary branches."—(Form E, No. 19, 1915.)

*None of the nine Virginia junior colleges has yet been recognized by the Southern College Association.*

NOTE.—The Virginia Association of Colleges and Schools for Girls adopted in 1913 the following junior college requirements: "That within five years at least three students (from institutions wishing recognition as junior colleges) shall each have won, by examination,

admission to their junior class of some one of the standard colleges named by the Association [Goucher, Mount Holyoke, Smith, Vassar, and Wellesley], as offering these examinations, or shall have gained credit there for advanced standing of not less than thirty hours, and that documentary proof of this fact shall have been deposited with the Association, and that at least five instructors who are each devoting themselves to one single field be required for this type of institution."—(Report of Committee on Standardization as Adopted by Virginia Association of Colleges and Schools for Girls, June, 1913.)

*No institution in Virginia has yet met these requirements.*

#### JUNIOR COLLEGE REQUIREMENTS ADOPTED BY THE BOARD OF EDUCATION OF THE METHODIST EPISCOPAL CHURCH, SOUTH.

1. A faculty of not less than six competent teachers having at least a bachelor's degree, exclusive of teachers of art, music, expression, or household arts and sciences.

2. A library of 1,000 bound volumes selected with reference to college uses and exclusive of Government publications.

3. A laboratory equipment worth at least \$1,000, unless the college is exclusively a classical institution.

4. The academy or preparatory department to be a standard or secondary high school whose graduates are admitted without examination to the freshmen class of the standard college\*.

5. In the two college years the institution is to do the work usually done in the freshman and sophomore years of the standard college, so that the junior-college graduates may enter without prejudice the junior year of the standard college. Each institution should conform as nearly as possible its course of study to the requirements for the freshman and sophomore years of the college with which it is most closely allied.

6. The standard college is to grant thirty hours college credit of full junior standing, and no more, to the graduate of the junior college.

7. The junior college shall not confer any bachelor's degree.

*None of the twenty-three Methodist junior colleges has yet been recognized by the Southern College Association.*

---

\*In this definition, "standard college" refers to *Methodist* standard, not to colleges recognized by the Southern College Association.

JUNIOR COLLEGE REQUIREMENTS OF THE EDUCATIONAL SYSTEM  
OF THE PRESBYTERIAN CHURCH IN THE UNITED STATES

1. A junior college shall be an institution the last two years of whose work shall correspond to the first two years of the standard college,\* and whose requirements for admission to this department of its work shall be the same as that of the standard college.

2. Faculty of at least six teachers giving not less than half their entire time to the college work.

3. Its heads of departments must have the baccalaureate degree or in lieu of the baccalaureate degree, proved teaching ability.

4. Endowment—a minimum of \$35,000 of productive funds, or an annual income for maintenance of not less than \$5,000, exclusive of the cost of table board.

5. A working library of 1,000 volumes, and laboratory equipment sufficient for one year of college work in any two of the three sciences: Chemistry, Physics, and Biology.

6. It must require for graduation not less than the equivalent of two years of biblical instruction of two hours a week each.

7. It must have only such professors and teachers as are members in good and regular standing in some evangelical church, a majority of whom shall be members of the Presbyterian Church. Nothing contrary to the doctrines of the Presbyterian Church shall be taught.

8. The above standards to go into effect September, 1917.

*None of the ten Presbyterian junior colleges has yet been recognized by the Southern College Association.*

---

\*"Standard college" here refers to *Presbyterian* standard, not to colleges recognized by the Southern College Association.







# Meredith College

Raleigh, North Carolina

## Quarterly Bulletin



Eighteenth Catalogue Number

Announcements for 1917-1918









Series 10

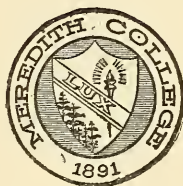
March, 1917

Number 3

# Meredith College

Raleigh, North Carolina

## Quarterly Bulletin



**Eighteenth Catalogue Number**

**Announcements for 1917-1918**

Published by Meredith College in November, January, March and May

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RALEIGH  
EDWARDS & BROUGHTON PRINTING COMPANY  
1917

# Contents

PAGE

Calendar .....	9
Calendar for the Year.....	10
Board of Trustees.....	11
Committees of the Trustees.....	12
Officers of Administration and Instruction.....	13
Committees of the Faculty.....	16
Officers of the Alumnae Association.....	16
Meredith College .....	17
Foundation and Purpose .....	17
Location .....	18
Buildings .....	18
Table Board .....	19
Laboratories .....	20
Library .....	20
General Information .....	21
Religious Life .....	21
Government .....	22
Physical Education .....	22
Hygiene and Care of Sick .....	23
Literary Societies .....	23
Publications .....	24
Lecture Course .....	24
Concerts .....	25
Commencement 1916 .....	25
State Literary and Historical Association .....	25
Expenses .....	26
Tuition .....	26
Fees .....	26
Table Board .....	26
Room Rent .....	27
Expenses for the Year in the Literary Course.....	27
Payment of Fees .....	28
Admission Requirements .....	30
Admission to College Classes.....	31
Conditioned Students .....	31
Special Students .....	32
Routine of Entrance .....	32

	PAGE
Admission:	
Definition of Entrance Requirements .....	33
Latin .....	33
French .....	33
German .....	34
English.....	34
Mathematics .....	38
History .....	39
Science .....	42
Bible .....	43
Requirements for Graduation .....	45
Degrees .....	45
Bachelor of Arts .....	45
Bachelor of Science .....	46
Junior College Diploma .....	46
General Regulations for Academic Work .....	46
Credits .....	46
Reports .....	46
Conditions and Deficiencies .....	47
Outline of Course for the A.B. Degree .....	48
Outline of Course for the B.S. Degree .....	50
Outline of Courses for the Junior College Diplomas .....	51
Schedule of Recitations.....	52
Courses of Instruction .....	53
I. Latin .....	53
II. French .....	55
III. German .....	57
IV. English .....	59
V. Mathematics and Astronomy .....	61
VI. History .....	63
VII. Natural Science .....	65
VIII. Bible and Philosophy .....	67
IX. Education .....	69
X. Home Economics .....	72
School of Art .....	77
Admission and Conditions .....	77
Requirements for Graduation .....	78
Outline of Course for Diploma in Art .....	79
Course in Art Education .....	81



	PAGE
School of Music .....	83
Faculty .....	85
Aim and Equipment .....	86
Admission to Music Classes .....	86
Literary Requirements .....	86
Musical and Technical Requirements .....	87
Conditioned Students .....	89
Irregular Students .....	89
Requirements for Graduation .....	90
Public School Music .....	90
Students' Recitals .....	91
Concerts .....	91
Music Supplies .....	92
Outline of Course for Diploma in School of Music.....	92
Outline of Course for Diploma in Public School Music.....	94
Schedule of Recitations .....	96
Theoretical Courses .....	97
Theory .....	97
Harmony .....	97
Analysis .....	99
History of Music .....	99
Composition .....	100
Music Pedagogy .....	100
Public School Methods .....	101
Ensemble Playing .....	101
Chamber Music .....	101
Interpretation Class .....	102
Chorus and Choir Training.....	102
Department of Pianoforte .....	103
Department of Organ .....	105
Department of Violin .....	106
Department of Voice Culture.....	107
Needs of the College .....	109
Register and Summary of College Students .....	111
Register and Summary of Art Students .....	117
Register and Summary of Music Students.....	119
Summary of all Students Taking College Work.....	130
Meredith Academy .....	128
Department of Preparatory Music .....	129
Faculty .....	129
Preparatory Music Course .....	130
Outline of Piano Course .....	130

	PAGE
Department of Preparatory Music:	
Outline of Class Work .....	131
Violin .....	131
Primary Music .....	132
Expenses .....	133
Supplies .....	133
Register and Summary of Academy Students .....	135
Register and Summary of Students Taking Preparatory Music Only .....	137
Summary of Students Taking Academy Work or Preparatory Music .....	141

# Calendar

1917

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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14	15	16	17	18	19	20	15	16	17	18	19	20	21	15	16	17	18	19	20	21	14	15	16	17	18	19	20
21	22	23	24	25	26	27	22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27
28	29	30	31				29	30						29	30	31					28	29	30	31			

FEBRUARY							MAY							AUGUST							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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MARCH							JUNE							SEPTEMBER							DECEMBER						
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1918

JANUARY							APRIL							JULY							OCTOBER						
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13	14	15	16	17	18	19	14	15	16	17	18	19	20	14	15	16	17	18	19	20	13	14	15	16	17	18	19
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27	28	29	30	31			28	29	30					28	29	30	31				27	28	29	30	31		

FEBRUARY							MAY							AUGUST							NOVEMBER						
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17	18	19	20	21	22	23	26	27	28	29	30	31		25	26	27	28	29	30	31	24	25	26	27	28	29	30

MARCH							JUNE							SEPTEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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10	11	12	13	14	15	16	16	17	18	19	20	21	22	15	16	17	18	19	20	21	15	16	17	18	19	20	21
17	18	19	20	21	22	23	23	24	25	26	27	28	29	22	23	24	25	26	27	28	22	23	24	25	26	27	28

## Calendar for the Year 1917-1918

Sept. 11.	Tuesday	FIRST SEMESTER begins. Preliminary classification of new students.
Sept. 12.	Wednesday	MATRICULATION and REGISTRATION of all students.
Sept. 13.	Thursday	LECTURES and CLASS WORK begin.
Nov. 29.	Thursday	THANKSGIVING DAY; a holiday.
Dec. 21-Jan. 3.		CHRISTMAS RECESS.
Jan. 4.	Friday	LECTURES and CLASS WORK begin.
Jan. 10-18.		FIRST SEMESTER EXAMINATIONS.
Jan. 19.	Saturday	MATRICULATION and REGISTRATION of students.
Jan. 22.	Tuesday	LECTURES and CLASS WORK of second semester begin.
Jan. 31.	Thursday	FOUNDERS' DAY; a half-holiday.
April 2.		TUESDAY AFTER EASTER; a holiday.
May 10-18.		SECOND SEMESTER EXAMINATIONS.
May 18.		STUDENTS must submit to the Dean their schedule of work for 1918-1919.
May 19-21.		COMMENCEMENT.

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\*Faculty of 1916-1917 arranged in order of rank and appointment.

†This includes only those members of the faculty offering work toward the A.B. and B.S. degrees. For the faculty of other Schools see pages 77, 85, 129.

§Giving one or more courses toward the A.B. and B.S. degrees.



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STUDENT UNIVERSITY OF GRENoble, FRANCE.  
PROFESSOR OF FRENCH.

LOUISE COX LANNEAU, A.B.,  
MEREDITH COLLEGE, A.B.; STUDENT WAKE FOREST COLLEGE;  
COLUMBIA UNIVERSITY; CORNELL UNIVERSITY.  
INSTRUCTOR IN CHEMISTRY.

LAURA WARDEN BAILEY, A.B.,  
WINTHROP NORMAL AND INDUSTRIAL COLLEGE, A.B.; STUDENT COLUMBIA  
UNIVERSITY.  
INSTRUCTOR IN HOME ECONOMICS.

MARY SUSAN STEELE, A.B.,  
MEREDITH COLLEGE, A.B.; CORNELL UNIVERSITY, A.B.  
INSTRUCTOR IN ENGLISH COMPOSITION.

\*IDA ISABELLA POTEAT,  
NEW YORK SCHOOL OF FINE AND APPLIED ARTS; COOPER UNION ART SCHOOL, NEW  
YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF  
MOUNIER; CHASE CLASS, LONDON.  
PROFESSOR OF ART HISTORY.

\*CHARLOTTE RUEGGER,  
FIRST PRIZE WITH HIGHEST DISTINCTION IN VIOLIN, ROYAL CONSERVATORY, BRUS-  
SELS, UNDER JEAN BAPTISTE COLYNS; SPECIAL VIOLIN PUPIL OF CESAR THOM-  
SON, FLORIAN ZAJIC; SIX FIRST PRIZES IN THEORETICAL WORK, ROYAL  
CONSERVATORY, BRUSSELS, UNDER F. A. GEVAERT, EDGAR TINEL,  
JOSEPH DUPONT, EMILE HUBERTI, F. W. KUFFERATH,  
MARIE TORDEUS.  
PROFESSOR OF THEORETICAL WORK.

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\*Giving one or more courses toward the A.B. and B.S. degrees.

\*CLARENCE HEYLIN MACDONALD,

SUPERINTENDENT OF RECREATION, CITY OF RALEIGH; STUDENT WOFFORD COLLEGE;  
INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION COLLEGE, SPRING-  
FIELD, MASSACHUSETTS; OHIO STATE UNIVERSITY.

LECTURER IN PLAYGROUND AND RECREATION WORK.

WILLIAM JASPER FERRELL, A.B.,

WAKE FOREST COLLEGE, A.B.; STUDENT CORNELL UNIVERSITY.

BURSAR.

MARGARET FORGEUS, A.B.,

BUCKNELL UNIVERSITY, A.B.; DREXEL INSTITUTE LIBRARY SCHOOL.

LIBRARIAN.

GERTRUDE ROYSTER,

GRADUATE OF ST. MARY'S SCHOOL; STATE NORMAL COLLEGE; SPECIAL STUDENT OF  
PHYSICAL TRAINING AT TRINITY COLLEGE, COLUMBIA, AND YALE.

DIRECTOR OF PHYSICAL EDUCATION.



FLOSSIE MARSHBANKS, A.B.,

MEREDITH COLLEGE, A.B.

SECRETARY TO THE PRESIDENT.

MARGARET JANET MACDONALD,

HOUSEKEEPER FOR MAIN BUILDING.

MRS. JESSIE EARNSHAW,

STEWARDESS FOR EAST BUILDING.

MATTIE WOOD OSBORNE,

STUDENT MEREDITH COLLEGE.

ASSISTANT STEWARDESS FOR EAST BUILDING.

MRS. OCTAVIA SCARBOROUGH NORWOOD,

NURSE.

AMY LEE CARTER,

NELL ADELAIDE PASCHAL,

STUDENT ASSISTANTS IN THE LIBRARY.

LILLIAN ELSOM HAISLIP,

STUDENT ASSISTANT IN PHYSICAL EDUCATION.

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\*Giving one or more courses toward the A.B. and B.S. degrees.

## Committees of the Faculty

*Executive.*—President Brewer, Miss Paschal, Miss Poteat, Miss Law.

*Classification.*—The Dean with the Heads of the Departments.

*Catalogue.*—Miss Paschal, Miss Smith, Miss Vann, Miss Steele.

*Lectures.*—President Brewer, Miss Colton, Mr. Freeman, Miss Marshbanks.

*Bulletin.*—President Brewer, Miss Colton.

*Library.*—Mr. Freeman, Miss Law, Miss Smith.

*Athletics.*—Miss Royster, Miss Vann, Mr. Williams, Miss Bailey.

*Grounds.*—Miss Poteat, Dr. Carroll, Mr. Williams, Mr. Ferrell.

*Public Functions.*—Miss Paschal, Miss Ruegger, Mrs. Ferrell.

*Appointments.*—President Brewer, Miss Smith, Mr. Mildenberg.

*Advanced Standing.*—Miss Colton, Miss Vann, Miss Paschal.

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## Officers of the Alumnae Association for 1916-1917

*President,* Mrs. Lemuel Elmer McMillan Freeman.....Raleigh, N. C.

*Vice-President,* Bertha Lucretia Carroll.....Raleigh, N. C.

*Recording Secretary,* Louise Cox Lanneau.....Wake Forest, N. C.

*Corresponding Secretary,* Mary Susan Steele.....Raleigh, N. C.

*Treasurer,* Mrs. Julian Wilbur Bunn.....Raleigh, N. C.

*Secretary of Meredith Clubs,* Emily Cornelia Boyd...Charlotte, N. C.

# MEREDITH COLLEGE

## Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

As Meredith College has been enforcing the standard entrance requirement of fourteen units since 1911, the college degree now represents four years of genuine college work.

By the last Treasurer's report, May 1, 1916, the value of the college grounds and buildings was \$246,500, and of the equipment \$42,550, making a total value of the real property and equipment of \$289,050. The general endowment fund by the same report was \$136,995.79, making a total valuation of \$426,045.79. The total student receipts and assets for the year were \$62,440.93, and from the endowment \$7,022.21, making a total of \$69,463.14. The General Education Board has recognized the worth of the College by voting aid to its endowment fund.

The Baptist State Convention in its 1916 session voted to instruct its Board of Education to prepare plans and specifications for a campaign for funds looking toward the further endowment and equipment of the Baptist system of colleges and schools. As Meredith College belongs to this system its endowment will naturally be increased by this plan, if adopted.\*

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\*See page 109, Needs of the College.

## Location

Meredith College is admirably located in Raleigh, the educational center of the State. The number of schools and colleges is due not only to the broad educational interests centering in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is 365 feet above sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts.

The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Olivia Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle, respectively; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of hearing concerts and important addresses by distinguished speakers in the city auditorium and of attending the meetings of the State Legislature, the annual meeting of the North Carolina Literary and Historical Association, the State Social Service Conference, and other noteworthy gatherings.

## Buildings

The College has at present eight buildings: Main Building, Faircloth Hall, Home Economics Building, East Building, and four cottages.

The Main Building, completed in 1899, contains the chapel, executive offices, classrooms, laboratories, library, art studio, living rooms, and dining room.

Faircloth Hall, built in 1904, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The Home Economics Building, purchased in 1913 and first used in 1914, contains the lecture room and laboratories of the department of Home Economics, and the president's living rooms.

The East Building, purchased in 1899, contains dormitory and dining rooms.

Each of these buildings, except the Home Economics Building, is of brick. All are lighted by electricity and heated by steam, and have bathrooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, show ample provision for comfort and health.

The North and South Cottages, purchased in 1900, are heated by stoves or grates, but in other respects are equipped like the other buildings. These two cottages, together with the East Building and fifteen rooms of Faircloth Hall, are reserved for the girls who board in the East Building.

Two other buildings were purchased in 1916, one of which is occupied by members of the Faculty; the other will be put in use next year.

The regulations for all buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the College year.

## **Table Board**

In the Main Building, table board may be had for sixty-five dollars a semester. In the East Building the students, under the direction of an experienced housekeeper, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this building is thus reduced to thirty-eight dollars a semester. Ten dollars is due at the beginning of each semester, and eight dollars at the beginning of each of the other school months. This year ninety-two students have taken their meals in the East Building.



## Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics, Biology and Home Economics.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

## Library

The library is in charge of a trained librarian and is scientifically classified, and catalogued. Fifteen hundred cards have been inserted in the card catalog during the current year.

There are five thousand seven hundred volumes and fourteen hundred pamphlets in the library. These have been carefully selected by the heads of departments, and practically every book is in use. Sixty-two magazines, twenty-five college magazines, and ten newspapers are regularly received.

The Olivia Raney Library, of fourteen thousand six hundred, and the State Library, of forty-five thousand five hundred volumes, are open to students and are within three blocks of the College. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.



## General Information

### Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Women's Christian Association is the largest voluntary student organization in the College. The work and direction of this body are under the management of the students, assisted by a faculty advisory committee. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night and, in addition, there is a short prayer meeting every morning. The first meeting in each month is set apart for the subject of Missions, and is in charge of the Young Women's Auxiliary, which has been organized as a part of the Young Women's Christian Association of Meredith College. This organization directs the mission work of the Association and assists the other Young Women's Auxiliaries of the State in the support of Miss Sophie Stephens Lanneau, a Meredith graduate, who is now a missionary in Soochow, China. Besides Miss Lanneau, there are six other former Meredith students doing mission work in foreign fields.

Six Bible study and six Mission classes, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of Mission work, both in Home and Foreign fields. During the past year there has been a Student Volunteer Band of three members.

## Government

A system of student government prevails in the College, the basis of which is a set of regulations submitted by the Faculty and adopted by the students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the College.

## Physical Education

All students when entering College are given a physical examination by the Resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the College grounds are courts for tennis, basketball, volley ball and archery; and a well equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars, and flying-rings.

Every student, not a senior, is required to exercise four half-hours a week from November first to April first. As far as possible students are organized in classes according to the number of years that they have had the work. Basketball, volley ball, or tennis may be substituted twice a week for the regular class work. Every young woman, unless excused by the College Physician or Physical Director, is required to walk not less than one-half hour daily throughout the year.

Students are credited in the physical and field work on the basis of faithfulness and punctuality.

An annual exhibition of the class work is held in April, and ribbons and letters are given upon the basis of proficiency. At the close of the inter-class basketball games letters are awarded to the five best players. A handsome silver loving cup is also offered yearly to the team winning in an inter-class basketball contest. To the champions of the inter-class tennis tournament letters are awarded.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.

### Hygiene and Care of the Sick

Once a week during the year the Physician in charge lectures to the student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The Physician in charge holds office hours at the College, at which time the students may consult her upon all subjects of hygiene or relative to their personal health. The general laws of health are enforced so far as possible. It is the purpose of the College Physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

### Literary Societies

There are two Literary Societies, Philaretian and Astrrotekton, meeting every Saturday night. These societies are organized to give variety to the college life and to promote general culture.

Students will draw for membership in the societies in such a proportion as to make the membership in the two societies equal. Students who have had a sister in a society may be assigned to that one, and so be excused from drawing.

Each society offers a Memorial Medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

## College Publications

### By the College

*The Bulletin*.—This is the official publication of the College, and appears quarterly. It will be mailed to any address regularly upon request to the President.

### By the Students

*The Acorn*.—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

*Oak Leaves*, the College Annual, is published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

## Lecture Course

Each year the College provides a number of lectures in order that the students may have the educational advantage of hearing eminent speakers.

For the year 1916-1917 the regular course has been as follows:

Shailer Mathews, A.M., D.D., *Japan of Today*.

Alfred Noyes, Readings from his poetry.

William Elliot Griffis, A.M., D.D., *Holland*.

## Other Lectures

Edwin Greenlaw, Ph.D., *Ways of Studying Literature.*

Bernard Washington Spilman, A.B., D.D., A Clinic in the Construction of a Sunday School Lesson.

Robert Digges Wimberly Connor, Ph.B., *Archibald Murphy.*

## Concerts

The Russian Symphony Orchestra, with Miss Charlotte Ruegger, violinist.

## Commencement, 1916

Edwin Charles Dargan, D.D., LL.D., Baccalaureate Sermon; Missionary Sermon.

Henry Louis Smith, Ph.D., *The Expanding Life.*

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## The State Literary and Historical Association

For several years most of the evening sessions of the State Literary and Historical Association have been held in the College auditorium. At the seventeenth annual session of the Association the evening addresses were as follows:

Howard Edward Rondthaler, Ph.B., D.D., President's Address.

L. Ames Brown, *The President and the Presidency.*

William Howard Taft, LL.B., LL.D., D.C.L., *Edward Livingston and his Relation to Thomas Jefferson, John Marshall, and Andrew Jackson.*

## Expenses

### Tuition Each Semester

College Course .....	\$30.00
Literary and Theoretical Work in Music Course (see p. 94) .	30.00
Public School Music (music students).....	5.00
*Piano .....\$32.50,	40.00
Organ .....	40.00
*Violin .....	40.00
Voice .....\$32.50,	40.00
Voice, Instructor .....	30.00
Art .....	30.00
China painting .....	30.00

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\*For fees in primary or preparatory music see p. 133.

### Fees Each Semester

Matriculation fee (applied on semester's tuition) .....	10.00
Chemical Laboratory fee.....	2.50
Biological Laboratory fee.....	1.00
Cooking Laboratory fee.....	7.50
Sewing Laboratory fee.....	1.00
Library fee .....	1.00
Lecture fee .....	.75
Gymnasium fee .....	1.00
Medical fee .....	2.50
Ensemble or Chamber Music.....	.50
Interpretation Class .....	.50
Use of Piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of Pedal Organ one hour daily.....	6.00
Use of Pedal Piano one hour daily.....	4.00
Use of Pipe Organ per hour.....	.25

### Table Board Each Semester

Main Building .....	65.00
East Building .....	38.00



## Room Rent Each Semester

Including fuel, light, and water:

Main Building	{ Front rooms or two-girl rooms.....	\$20.00
	{ Other rooms in Main Building.....	17.50
Faircloth Hall	{ Front rooms .....	20.00
	{ Other rooms in Faircloth Hall.....	17.50
East Building .....		15.00
South Cottage .....		13.75
North Cottage .....		13.75

## Expenses for the Year in the Literary Course

In Main Building:

Board, room, lights, fuel, and bath.....	\$165.00 to \$170.00
Tuition, College Course.....	60.00
Medical fee .....	5.00
Library fee .....	2.00
Gymnasium fee .....	2.00
Lecture fee .....	1.50

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Total .....\$235.50 to \$240.50

In the East Building this amount is from \$49.00 to \$65.00 less, depending upon room.

All bills are due in advance for the semester, but for the convenience of patrons, payments may be made at the beginning of each quarter.

Students who pursue Music and Art may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester, or two literary subjects at \$22.50 a semester, or three literary subjects at \$30.00 a semester.

Special students may elect Art History or one theoretical course in the School of Music at \$12.50 a semester, or two theoretical courses in the School of Music at \$22.50 a semester.



Students in the A.B. or B.S. course may elect Art History or theoretical courses in the school of Music which count toward their degree at \$6.25 each semester.

Graduation fee, including diploma, \$5.00.

Nonresident students are excused from the payment of the medical fee and also of the gymnasium and lecture fees unless they wish to take these courses, but are required to pay the library fee if they take any class work.

Nonresident students may take one course in Home Economics at \$15.00 a semester or two courses in Home Economics at \$25.00 a semester.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

### The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10.00 before registering with the Dean.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with the Dean at the appointed time will be required to pay the Bursar an additional fee of \$1.00 and to show receipt for the same to the Classification Committee. This special fee of \$1.00 will be required of

those who are late in entering as well of those who neglect to arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration, see page 32.

To secure rooms, application must be accompanied by a deposit of \$5.00. No definite room can be assigned except at the College office. Any preference in rooms will be given in the order of application.

The \$5.00 room fee deposit and the \$10.00 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

## Admission Requirements

Students are admitted either (A) by certificate or (B) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the President, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the President not later than August 1st of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate, properly filled out and signed by the principal, is presented to the College.

B. Students desiring to be admitted under the second of these conditions should see page 32.

Students applying for advanced standing should read *Credits*, page 46.

## Admission to College Classes

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

Latin .....	4 units.	
or		
Latin .....	3 units	} 5 units.
and		
French or German .....	2 units	
English .....	3 units.	
Mathematics: {	Algebra .....	1.5 units.
	Geometry .....	1 unit.
Elective* .....	4.5 or 3.5 units.	
Total.....	14	units.

Every candidate for the B.S. degree in Home Economics must offer:

French†	.....	2	units.
German†	.....	2	units.
English	.....	3	units.
Mathematics: {	Algebra .....	1.5	units.
	Geometry .....	1	unit.
Elective‡	.....	4.5	units.
Total.....	.....	14	units.

## Conditioned Students

A freshman may be conditioned to the extent of two units. These conditions must be removed by the end of the sophomore year at the regular periods set for removing conditions and deficiencies. (See p. 47.) Each of the other classmen may have conditions not exceeding three hours.

\* The elective units must be selected from the following: History, Science, Bible, a fourth unit in Latin, an additional unit in French or German, an additional half unit in Plane Trigonometry, Solid Geometry, or Advanced Algebra.

† An equal amount of Latin may be substituted for either French or German or for both French and German. No single unit, however, in any foreign language will be accepted unless work in that language is continued.

‡ See required and elective subjects allowed for entrance to the A.B. course.

## Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week, except mature students living in Raleigh.

## Routine of Entrance

Students should report to the office promptly upon arrival for matriculation.

1. *Preliminary Classification.*—New students in all departments must appear before the Classification Committee on the day before General Registration, for consultation with the committee upon entrance work. Those desiring credit for college work must apply to the Committee on Advanced Standing. For the year 1917-1918 consultations will be held as follows:

September 11, Tuesday, 9 a. m., History, Science, and Latin;  
2 p. m., English, French, German, and  
Mathematics.

2. *Registration.*—On the day of General Registration the student will appear in person before the Dean and be assigned subjects to be carried during the ensuing semester.

No student may register for less than a semester.

Days for registration: For first semester, September 12, Wednesday, 9 a. m.; for second semester, January 19, Saturday, 9 a. m.

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Meredith Academy will be discontinued at the close of the 1916-1917 session. During the session of 1917-1918 subfreshman classes, if necessary, will be organized to help meet the deficiencies of students conditioned in the last year of their high school work.

## Definition of Entrance Requirements

### LATIN (4 units)\*

#### FIRST-YEAR LATIN (1 UNIT).

(1) A thorough knowledge of forms and principles of syntax. D'Ooge, *Latin for Beginners* is recommended.

#### SECOND-YEAR LATIN (1 UNIT).

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

#### THIRD-YEAR LATIN (1 UNIT).

(3) Cicero, six orations, including the Manilian Law. Grammar, Allen and Greenough recommended. At least one period a week should be devoted to prose composition. Baker and Inglis, *High School Course in Latin Composition*, Part II, is recommended.

#### FOURTH-YEAR LATIN (1 UNIT).

(4) Virgil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week. Baker and Inglis, Part III.

### FRENCH (2 units)\*

#### FIRST-YEAR FRENCH (1 UNIT).

A. Careful drill in pronunciation; Fraser and Squair, *French Grammar*, Part I (or its equivalent); reading of 150-200 pages of easy French. For suggested texts for reading, see Elementary French A, page 55.

#### SECOND-YEAR FRENCH (1 UNIT).

B. Fraser and Squair, *French Grammar*, Part II; reading of 300-400 pages of French. For suggested texts for reading, see Elementary French B, page 55.

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\*Instead of four units in Latin, three units in Latin and two units of French or German may be offered. If four units of Latin are presented, French or German may be offered as elective units; however, no single unit in any foreign language will be accepted unless work in that language is continued.



**GERMAN (2 units)\*****FIRST-YEAR GERMAN (1 UNIT).**

A. Drill in pronunciation; Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II (or its equivalent). One whole year's work.

**SECOND-YEAR GERMAN (1 UNIT).**

B. Paul V. Bacon, *German Grammar*, finished (or its equivalent); reading of 300-400 pages of German. For suggested reading texts, see Elementary German B, page 57. One whole year's work.

**ENGLISH (3 units)**

Upon the recommendation of the National Conference on Uniform Entrance Requirements in English, the following requirements have been adopted, 1915-1919:

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

**GRAMMAR AND COMPOSITION.**

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

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\*Instead of four units in Latin, three units in Latin and two units of French or German may be offered. If four units of Latin are presented, French or German may be offered as elective units; however, no single unit in any foreign language will be accepted unless work in that language is continued.



## LITERATURE.

The second object is sought by means of two lists of books, headed, respectively, *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

A. *Reading.*

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I:

Group I. Classics in Translation: The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Æneid*.

(The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.)

For any selection from this group a selection from any other group may be substituted.

Group II. Shakspeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*,\* *Macbeth*,\* *Hamlet*.\*

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\* If not chosen for study under B.

Group III. Prose Fiction: Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney, *Evelina*; Scott's Novels, any one; Jane Austen's Novels, any one; Maria Edgeworth, *Castle Rackrent*, or *The Absentee*; Dickens' Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell, *Cranford*; Kingsley, *Westward Ho*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, *Treasure Island*, or *Kidnapped*, or *Master of Ballantræ*; Cooper's Novels, any one; Poe, *Selected Tales*; Hawthorne, *The House of the Seven Gables*, or *Twice-Told Tales*, or *Mosses from an Old Manse*.

A collection of Short Stories by various standard writers.

Group IV. Essays, Biography, etc.: Addison and Steele, *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages); Boswell, Selections from the *Life of Johnson* (about 200 pages); Franklin, *Autobiography*; Irving, Selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, Selections from the *Essays of Elia* (about 100 pages); Lockhart, Selections from the *Life of Scott* (about 200 pages); Thackeray, Lectures on Swift, Addison, and Steele, in the *English Humorists*; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay*; Trevelyan, Selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies*, or Selections (about 150 pages); Dana, *Two Years Before the Mast*; Lincoln, Selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage* and *Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.

A collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of Letters by various standard writers.

Group V. Poetry: Palgrave, *Golden Treasury* (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series): Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Traveler* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish Ballads, as, for example, some *Robin Hood Ballads*, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott, *The Lady of the Lake* or *Marmion* (Home and School Library); Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, “*De Gustibus—*,” *Instans Tyrannus*; Arnold, *Sohrab and Rustum*, and *The Forsaken Merman*; Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

## B. Study.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama: Shakspeare, *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II. Poetry: Milton, *L'Allégre*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

Group III. Oratory: Burke, *Speech on Conciliation with America*; Macaulay, *Speech on Copyright*, and Lincoln, *Speech at Cooper Union*; Washington, *Farewell Address*, and Webster, *First Bunker Hill Oration*.

Group IV. Essays: Carlyle, *Essay on Burns*, with selections from Burns' *Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners*.

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade. No candidate will be given full credit for the masterpieces if read in a lower grade, or if several other masterpieces are crowded into the same year with these.

### MATHEMATICS (2.5 units)\*

#### ALGEBRA (1.5 UNITS).

The requirements in algebra include the following subjects: the four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportion, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

#### PLANE GEOMETRY (1 UNIT).

The usual theorems and problems of some good text-book in plane geometry, a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

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\*An additional half unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given in any case.

### HISTORY (Elective)

The candidate may offer as many as three of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

or

Robinson and Breasted, *Outlines of European History*, Part I, from ancient times to the eighteenth century (1 unit).

Robinson and Beard, *Outlines of European History*, Part II, from the eighteenth century to the present day (1 unit).

These two new books follow the recommendation of the Committee of Five of the American Historical Association, and of the Preliminary Report to the National Education Association on History published in the *United States Bulletin of Education* on the *Reorganization of Secondary Education*. Schools are strongly urged to adopt these books for a two years' course in history.

#### ANCIENT HISTORY (1 UNIT).

TEXT-BOOKS.\*—West, *Ancient World*, Revised Edition (Allyn and Bacon); Westermann, *The Story of the Ancient Nations* (D. Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; J. S. White, *The Boys' and Girls' Herodotus*; Cox, *Tales of Ancient Greece*; Davis, *Readings in Ancient History*; Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Webster, *Readings in Ancient History*; Wheeler, *Alexander the Great*; and Ginn & Co., *Classical Atlas*.

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\* Any one text-book of the group is accepted.



## MEDIÆVAL AND MODERN HISTORY (1 UNIT).

TEXT-BOOKS.\*—Harding, *New Mediæval and Modern History* (American Book Co.); Myers, *Mediæval and Modern History*, Revised Edition (Ginn); West, *The Modern World* (Allyn and Bacon); or an equivalent.

The following books are suggested for a school library for supplementary work: Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; Dawson, *The Evolution of Modern Germany*; Day, *A History of Commerce*; Hayes, *A Political and Social History of Modern Europe* (two volumes); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Ogg, *The Governments of Europe*; Robinson, *Readings in European History* (two-volume edition); Symonds, *Short History of the Renaissance*; and Dow, *Atlas of European History*.

## ENGLISH HISTORY (1 UNIT).

TEXT-BOOKS.\*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Industrial History of England*; Cheyney, *Readings in English History*; Cross, *A History of England and Greater Britain*; Gardiner, *Student's History of England*; Gibbons, *The Industrial History of England*; Green, *A Short History of the English People*; Hayes, *British Social Problems*; Montague, *Elements of English Constitutional History*; Tout, *A History of Great Britain*; Tuell and Hatch, *Selected Readings in English History*; and Gardiner, *School Atlas of English History*; Low and Pulling, *Dictionary of English History* (Cassell).

## AMERICAN HISTORY (1 UNIT).

TEXT-BOOKS.\*†—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History*, Revised Edition (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Beard, *American Citizenship*; or an equivalent.

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\*Any one text-book of the group is accepted.

†A book on Civil Government alone will not take the place of one on American History.

The following books are suggested for a school library for supplementary work: *The American Nation* (Harpers, twenty-seven volumes. Get especially volumes 22, 23, 24, 25, which cover the period since 1865); Bassett, *A Short History of the United States*; Coman, *Industrial History of the United States*; Beard, *American Government and Politics*; Dewey, *Financial History of the United States*; *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; Woodrow Wilson, *A History of the American People* (five volumes); *Statistical Abstract of the United States*; *World Almanac*; Jameson, *Dictionary of United States History*, and McCoun, *Historical Geography of the United States*.

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All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work on special topics from fuller accounts in the school library should cover at least four hundred pages more.

The following further exercises are recommended: Reading notes, in ink; map-drawing; a few written reports on subjects assigned the student.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); *Revised Report of the Committee of Five* (Macmillan, twenty-five cents); Bourne, *The Teaching of History and Civics* (Longmans), or Johnson, *The Teaching of History* (Macmillan); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia) will be found invaluable.

Outline map books for each period and loose-leaf note-books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co., of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the college.



## SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE ( $\frac{1}{2}$  UNIT OR 1 UNIT).\*

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

TEXT.—Fitz, *Physiology and Hygiene*, or Martin, *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY ( $\frac{1}{2}$  UNIT OR 1 UNIT).\*

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr, *New Physical Geography*.

## PHYSICS (1 UNIT).

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note-books.

In order to get full credit the candidate must submit her laboratory note-book which has been certified by her teacher.

TEXT.—Coleman, *Elements of Physics*.

## BOTANY (1 UNIT).

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relations of plants to other living things. A large part of this information should be gained by laboratory and field work. In order to get full credit the candidate must submit her laboratory note-books.

## CHEMISTRY (1 UNIT).

The course should include the general laws and theories of Chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds. The candidate must submit her laboratory note-book which has been certified by her teacher.

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\* A student who has not had the equivalent of four one-hour recitations a week throughout the school year in Physiology or Physical Geography will not be given full credit for that subject. The maximum credit allowed for Physiology and Physical Geography is one and one-half units.

**BIBLE (Elective)**

- |                           |   |           |
|---------------------------|---|-----------|
| A. Bible Study            | } | (1 UNIT). |
| B. Sunday School Pedagogy |   |           |
| C. Mission Study          |   |           |

**A. Bible Study.**

Two hours a week throughout the year.

1. The Bible Section of the *Normal Manual*—sixteen to twenty lessons. This is to serve as an introduction to the study of the Bible.

2. The *Old Testament*—forty lessons.

a. McLearn, *Old Testament History*, abridged edition.

b. Readings in the historical books. These will be assigned by the teacher and will average one chapter for each lesson.

c. Readings in the Prophets, *Isaiah*, Chapters 5, 6, 53, 60, 61; the following books: *Amos*, *Nahum*, *Haggai*, *Malachi*.

d. Readings in the poetical books, *Job* 28; *Psalms* 1, 2, 8, 19, 22, 29, 51, 84, 90, 103, 119, 137, 147, 148; *Proverbs* 1, 2, 3, 4, 5, 6, 20, 31; *Ecclesiastes* 11: 9-12: 14.

3. The *New Testament*—forty lessons.

a. McLearn, *New Testament History*, abridged edition.

b. Kerr, *Harmony of the Gospels*—the analysis and enough of the text to get a connected view of the life of Jesus from the *New Testament* itself.

c. *The Acts of the Apostles*.

d. One from each of the four groups of Paul's Epistles as follows: *I Thessalonians*, *Galatians*, *Colossians*, *II Timothy*.

e. The Epistle to the *Hebrews*.

f. First Epistle of *John*.

**B. Sunday School Pedagogy.**

One hour a week throughout the year in the study of the *New Normal Manual*—Divisions I and II. If all the time is not needed, it can be used in the Bible work.

C. *Missions.*

One hour a week throughout the year. The following books are to be used:

- a. State Missions: L. Johnson, *Christian Statesmanship*.
- b. Home Missions: V. I. Masters, *Baptist Home Missions*.
- c. Foreign Missions: T. B. Ray, *Southern Baptist Foreign Missions*.

*Christian Statesmanship* must be taken, and either one of the others.

lent.

## Requirements for Graduation

To be entitled to a degree or diploma the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward one degree or diploma may also be counted toward a second degree or diploma, provided that that subject is one of the prescribed or elective subjects for such second degree or diploma.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are not required to take more than the number of hours necessary to obtain their degrees. No student may take more than sixteen hours of work a week, except by action of the faculty senate.

A student wishing to make up work under a tutor must consult the Dean at the time she arranges her regular work.

### Degrees

The degrees conferred are Bachelor of Arts and Bachelor of Science.

#### BACHELOR OF ARTS.

To be entitled to the degree of A.B., the candidate must complete, in addition to fourteen entrance units, sixty hours of work. Of the sixty hours required for the degree, twenty-eight are prescribed, fifteen are chosen from one of seven groups of majors and minors, and seventeen are free electives. (Pages 48-49.)

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

**BACHELOR OF SCIENCE.**

To be entitled to the degree of B.S., the student must complete the fifty-two hours of prescribed work, and in addition, eight hours of elective work.

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Science.

**Diploma**

The College of Arts and Sciences confers one diploma, the Junior College Diploma. To be entitled to this diploma, a student must complete the work as outlined for the Freshman and Sophomore years in the A.B. or B.S. course, except that three hours of work from the Department of Bible may be substituted for three hours in the Sophomore work of the B.S. course, or English Literature 1 may be substituted for French 2, German 2, or History 1.

**General Regulations for Academic Work****Credits**

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects. Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy is the passing grade.

**Reports**

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters students are notified if they are not making satisfactory grades.

## Conditions and Deficiencies

A student who fails or is deficient in any respect on the work of the first semester will be allowed to pass off the condition at the time of delinquent examinations in May. If she fails at this time she will be allowed to take another examination on Tuesday, the opening day of the next fall semester. If she fails a second time, she will be required to repeat the semester's work in class.

A student who fails or is deficient in any respect on the work of the second semester will be allowed to pass off the condition on the Tuesday immediately preceding the opening of the fall semester. If she fails at this time she will be allowed to take another examination at the time of delinquent examinations the next January. If she fails a second time she will be required to repeat the semester's work in class.

Examinations for removing entrance conditions will be given on Tuesday, the opening day of the fall semester, or at the time of delinquent examinations in January and May.

No student will be allowed an examination on other dates than those arranged above until she shall have shown good reason for it and paid to the Bursar one dollar for the Library Fund. In the case of conflict with other college duties or illness this fee will be remitted.

## Outline of Course for the A.B. Degree

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1*-----	3	(53)	English Composition 1	2	(59)
French 1* } -----	3	(55)	Mathematics 1-----	4	(61)
or			Chemistry 1-----	3	(65)
German 1* }		(58)			

### Sophomore Year

English Literature 1--	3	(60)	Biology 1-----	3	(66)
History 1-----	3	(63)	Electives†-----	6	

### Junior Year

English Composition 2	1	(60)	Ethics or Sociology---	1½	(69)
Psychology-----	1½	(68)	Electives†-----	11	

### Senior Year

Electives†-----	15	
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In addition to the prescribed hours, each student must elect fifteen hours from one of the following groups:

#### Group 1. Latin.

Six hours of Latin, and nine hours of the following:  
French, German, Greek, English, History.

#### Group 2. French.

(a) Nine hours of French, and six hours of German; or (b) six hours of French, and nine hours of German; if only one unit of French was offered for entrance.

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\*Those who offer three units of Latin and two units of French or German for entrance, take Latin A 4 in the freshman year and Latin 1 in the sophomore year. Those who offer four units of Latin and no French or German for entrance, take Elementary French A or German A in the freshman year; Elementary French B or German B in the sophomore year; and French 1 or German 1 in the junior year. No single course in any foreign language will be counted until a second course in that language is completed.

†Electives may be chosen from the seven groups or the free electives. Pages 48-49. Cooking 1 may not be elected after the sophomore year.



Group 3. German.

(a) Nine hours of German, and six hours of French; or (b) six hours of German, and nine hours of French; if only one unit of German was offered for entrance.

Group 4. English.

Six hours of English, and nine hours of the following:  
Latin, Greek, French, German, History.

Group 5. Mathematics.

Six hours of Mathematics, and nine hours of the following:  
French, German, Science, Philosophy.

Group 6. History.

Six hours of History, and nine hours of the following:  
Economics, Sociology, English, French, German.

Group 7. Science.

Six hours of Physics, Chemistry, or Physiology, and nine hours of the following: French, German, Mathematics, English.

In addition to the prescribed hours and the fifteen hours elected from one group, each student must elect enough more hours to complete sixty hours of work. These electives may be chosen from any of the subjects not already elected in any of the groups or from the following subjects. The students are advised to consult their major professor as to their electives. Certain elective courses may not be offered when, in the opinion of the Dean and the professor concerned, a sufficient number of students do not apply for them.

Botany.

Zoology.

Geology.

Astronomy.

Bible 1-6.

Philosophy.

Education 1-4.

Cooking 1-2.

Household Management.

Art History.

Art Education.

Theoretical Courses in Music.

# Outline of Course for the B.S. Degree in Home Economics

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
French 1* } -----	3	(55)	Chemistry 1.....	3	(65)
or } -----			Cooking 1.....	3	(72)
German 1* } -----		(58)	Sewing 1.....	3	(73)
English Composition 1	2	(59)			

## Sophomore Year

French 2 } -----	3	(56)	Biology 1.....	3	(66)
or } -----			Chemistry 2.....	3	(65)
German 2 } -----		(58)	Cooking 2.....	3	(72)
History 1.....	3	(63)			

## Junior Year

English Literature 1..	3	(60)	Physiology.....	3	(66)
Economics.....	3	(64)	Sewing 2.....	2	(74)
Physics.....	3	(67)	Household Manage- ment.....	2	(74)

## Senior Year

English Composition 2	1	(60)	Dietetics.....	1½	(73)
Psychology.....	1½	(68)	Cooking 3.....	1½	(73)
Philosophy 2 or 3.....	1½	(69)	Electives†.....	8	

\* If three units of Latin and only one of French or German are offered for entrance, Elementary French B or Elementary German B must be taken in the freshman year; and French 1 or German 1 in the sophomore year. If four units of Latin and no French or German are offered for entrance, Elementary French A and B or Elementary German A and B must be taken in the freshman and sophomore years, respectively. No single course in any foreign language will be counted until a second course in that language is completed.

† A.B. required subjects or electives not already taken.

## Outline for the Junior College Diploma in the A.B. Course

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1*-----	3	(53)	English Composition 1	2	(59)
French 1* } -----		(55)	Mathematics 1-----	4	(61)
or } -----	3		Chemistry 1-----	3	(65)
German 1* }		(58)			

### Sophomore Year

English Literature 1--	3	(60)	Biology-----	3	(66)
History 1-----	3	(63)	Electives†-----	6	

## Outline for the Junior College Diploma in the B.S. Course in Home Economics

### Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
French 1 } -----		(55)	Chemistry 1-----	3	(65)
or } -----	3		Cooking 1-----	3	(72)
German 1 }		(58)	Sewing 1-----	3	(73)
English Composition 1	2	(59)			

### Sophomore Year‡

French 2 } -----		(56)	Biology 1-----	3	(66)
or } -----	3		Chemistry 2-----	3	(65)
German 2 }		(58)	Cooking 2-----	3	(72)
History 1-----	3	(63)			

\* Those who offer three units of Latin and two units of French or German for entrance, take Elementary Latin A 4 in the freshman year and Latin 1 in the sophomore year. Those who offer four units of Latin and no French or German for entrance, take Elementary French or German A in the freshman year; Elementary French or German B in the sophomore year. No single course in any foreign language will be counted until a second course in that language is completed.

† Electives may be chosen from the seven groups or the free electives. Pages 48-49.

‡ For any course of the sophomore year three hours of work in the Department of Bible may be substituted. English Literature 1 may be substituted for French 2, German 2, or History 1.

## Schedule of Recitations

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	English Comp. 1 (a) English Lit. 1 (a) History 1 (a) French B Dietetics Household Managem't	English Comp. 1 (b) English Comp. 2 Latin 1 (a) French B Chemistry 2	English Comp. 1 (a) English Lit. 1 (a) History 1 (a) Chemistry 2 Dietetics Household Managem't	English Comp. 1 (b) English Comp. 2 Latin 1 (a) French B Chemistry 2	English Lit. 1 (a) History 1 (a) French B Dietetics
10:00	Latin 1 (b) German A History 1 (b) Cooking 2 Sewing 1 (a)	Education 2 German A Chemistry 1 (a)	Latin 1 (b) German A History 1 (b) Chemistry 1 (a)	Education 2 German A Chemistry 1 (a)	Latin 1 (b) English Lit. 2 History 1 (b) Sewing 1 (b)
11:00	French 1 German 2 Latin A4 History 3 Physiology Cooking 1 (a)	French 1 Latin 5 Education 3 Physics	French 2 German 2 Latin A4 History 3 Physiology	French 1 Latin A4 Education 3 Physics	French 2 German 2 Latin A4 History 2 Physiology
12:00	French 2 German 1 Mathematics 1 Psychology Cooking 1 (b)	Latin 4 History 2 Mathematics 1 Art Education	Latin 2 German 1 Mathematics 1 Psychology	History 2 Art Education	Latin 2 German 1 Mathematics 1 Psychology
1:30	English Comp. 1 (c) English Lit. 1 (b) French A German B Greek 2 Geology	English Lit. 2 French A German B Biology Chemistry 1 (b)	English Comp. 1 (c) English Lit. 1 (b) French A Chemistry 1 (b) Greek 2 Geology	English Lit. 2 French A German B Biology Chemistry 1 (b)	English Lit. 1 (b) German B Greek 2 Geology
2:30	Art History 1 Biology Lab. Chemistry Lab.	Physics Lab. Chemistry Lab.	Biology Lab. Chemistry Lab.	Art History 1 Chemistry Lab.	Latin 1 (a)

# Courses of Instruction

## I. Latin and Greek

HELEN HULL LAW, *Professor.*

### Latin

#### A 4. Latin. Virgil; Latin Prose Composition.

This course is designed for those who offer only three units in Latin for entrance and counts three hours toward a degree.

- a. Virgil, *Æneid*. Three hours a week for a year. Tuesday, Thursday, Friday, 12.

Virgil's life and works; translation; Latin hexameter.

- b. Latin Prose Composition. One hour a week for a year. Saturday, 12.

Text: Baker and Inglis, Part III.

#### 1. Livy, Horace; Latin Prose Composition.

Required of candidates for the A.B. degree. Open to those who offer four units of Latin for entrance.

- a. Livy, two hours a week for the first semester.

Sec. a. Wednesday, Friday, 9.

Sec. b. Tuesday, Thursday, 10.

Selections from Books XXI and XXII (Westcott); study of Livy's style and Livy as a historian.

- b. Horace, two hours a week for the second semester.

Selections from the *Odes* and *Epodes* (Smith); History of the Augustan age; the life and personality of Horace; metres and literary style.

- c. Latin Prose Composition one hour a week for a year.

Sec. a. Saturday, 2:30.

Sec. b. Saturday, 10.

Prepared and sight exercises. Gildersleeve-Lodge, *Latin Composition*.

#### \*2. Terence, Cicero, Latin Poets.

Open to those who have completed course 1. Two hours a week for a year. Thursday, Saturday, 12.

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\*Latin 2 and 3 are given in alternate years. Latin 3 will not be given 1917-1918.

a. Terence, *Phormio* (Elmer); Roman theatrical antiquities; Terence's life and style; origin and development of Latin comedy.

b. Cicero, *De Amicitia* (Price); *De Senectute* (Moore); Cicero's views concerning friendship and old age compared with those of modern writers.

c. Latin poetry; selections from the poems of Lucretius, Catullus, Propertius, Ovid and Tibullus. Style metres, development of the Roman elegy, Alexandrian school of poetry.

\*[3. Tacitus, Pliny, Horace.

Open to juniors and seniors. Two hours a week for a year.

a. Tacitus, *Agricola* and *Germania*; Tacitus as a historian; study of his style.

b. Pliny, *Letters* (sight reading); Roman life as portrayed by Pliny.

c. Horace, *Satires* and *Epistles*; Horace the man, the satirist, the philosopher, the literary critic.]

4. Roman Private Life. Outline History of Latin Literature.

Open to all who have completed Latin I. One hour a week throughout the year. Wednesday, 12. Lectures and assigned reading.

5. Latin Prose Composition.

One hour a week throughout the year. Wednesday, 11.

Advanced prose composition and study of the principles of Latin syntax; methods of teaching Latin in secondary schools; present-day problems in Latin scholarship. Designed especially for those expecting to teach.

Greek

†1. Elementary Course.

Open to all college students. Three hours a week for a year. White, *First Greek Book*; Xenophon; *Anabasis*.

†2. Elementary Course continued.

Open to those who have completed Greek 1. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Homer, Selections from the *Odyssey* or *Iliad*; Plato, Selections from the *Crito*, *Apology*, and *Phaedo*.

\*Latin 2 and 3 given in alternate years. Latin 3 will not be given 1917-1918.

†Greek 1 and 2 given in alternate years. Greek 1 will not be given 1917-1918.



## II. French

DONNA MARIE THORNTON, *Professor.*

### A. Elementary French.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 1:30. Course designed for those offering no French for entrance, and counts three hours toward a degree.

Grammar, Fraser and Squair, Part I. Reading of easy French selected from the following texts:

Mairet, *La Tâche du petit Pierre*; Bruno, *Le Tour de la France par deux Enfants*; La Bedollière, *La Mère Michel et son Chat*; Halévy, *L'Abbé Constantin*; Aldrich and Foster, *French Reader*; Mairet, *L'Enfant de la Lune*; De Monvert, *La Belle France*.

### B. Elementary French.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 9. Open to those who have completed Elementary French A, or who offer one unit of French for entrance, and counts three hours toward a degree.

Grammar, Fraser and Squair, Part II. Exercises in composition; conversation; reading from texts selected from the following:

Daudet, *Le Petit Chose*; Dumas, *La Tulipe Noire*; Malot, *Sans Famille*; Sand, *La Mare au Diable*; France, *Le Livre de mon Ami*; de la Brète, *Mon Oncle et mon Curé*; Labiche et Martin, *Le Voyage de M. Perrichon*; Mérimée, *Colomba*; Josselyn and Talbot, *Elementary Reader of French History*.

### 1. French.

Open to those who have completed Elementary French B or who offer two units of French for entrance. Three hours a week for a year. Tuesday, Wednesday, Friday, 11.

Grammar and composition; practice in giving in French oral and written abstracts of portions of texts read; translation. Texts to be chosen from:

Sandeau, *Mlle, de la Seiglière*; Bazin, *Le Blé qui lève*; France, *Le Crime de Silvestre Bonnard*; Loti, *Pêcheur d'Islande*; Balzac, *Eugénie Grandet*; Daudet, *Morceaux Choisis*; Labiche et Martin, *La Poudre aux Yeux*; Beaumarchais, *Le Barbier de Séville*; François, *Introductory French Prose*.



## 2. French.

Open to those who have completed course 1 or its equivalent. Three hours a week for a year. Tuesday, 12, Thursday, Saturday, 11.

Grammar and composition; reading and discussion in French of books read. Texts to be selected from the following:

Hugo, *Quatre-vingt-treize*; Balzac, *Le Curé de Tours*; de Bornier, *La Fille de Roland*; Bazin, *Les Oberlé*; Rostand, *Les Romanesques*, *Cyrano de Bergerac*; Maeterlinck, *L'Oiseau Bleu*.

## 3. French.

Open to those who have completed course 2. Three hours a week for the year. Hours of recitation to be arranged.

First semester:

Great Prose Writers from the French Revolution to the Third Republic. Texts to be chosen from:

Michelet, *Jeanne d'Arc*; Mme. de Staël, *Corinne*; Chateaubriand, *Atala*; Lamartine, *Graziella*; Hugo, *Lucrèce Borgia*; Daudet, *Les Lettres de mon Moulin*; Lanson, *Histoire de la littérature française*.

This course consists not merely of the textual reading and study of the transformation of French prose during this period, but also of the changes in French thought as represented by Michelet, Mme. de Staël, Chateaubriand, Balzac, Renan, Hugo, Sainte-Beuve, Gautier, Flaubert, Taine, Brunetière, Guizot.

Second semester:

Lyrical Poetry of the Nineteenth Century.

Canfield, *French Lyrics*; Brunetière, *L'Evolution de la poésie lyrique en France au XIX<sup>e</sup> siècle*; Bonnefon, *Les Ecrivains modernes*; Lanson, *Histoire de la littérature française*.

Study in poetry of the national thought. The transformation of French poetry and the rise of the Romantic Parnassian, Symbolist, and Impressionist Schools.

## 4. French.

Open to those who have completed course 3. Three hours a week for the year.

First semester:

Critical and Historical Study of the French Drama.

The French institutions which have determined the evolution of the drama, the church, the court, and the French Academy; the rise

of the French Academy; its social influence; discussion of French dramatic theories and dramatic works; reading of Corneille, *Le Cid*, *Cinna* or *Polyeucte*; Rotrou, *Saint Genest*, *Venceslas*; Racine, *Andromaque*, *Britannicus*, *Athalie*; Molière, three of the following: *Les Précieuses ridicules*, *Les Femmes savantes*, *Le Bourgeois gentil-homme*, *Tartufe*, *Le Misanthrope*.

Second semester:

Seventeenth Century Literature.

Letter writers, Madame de Sévigné and others; Memoirs; the novel, Popular poetry. La Fontaine's conceptions of institutions and his realistic pictures of contemporary life in the Fables. The Jansenists: Pascal, *Les Pensées*, *Les Provinciales*; and Mme. Guyon, *Histoire de mon Ame*; literary influence of Descartes, his *Discours de la méthode*; Masillon, Bourdaloue, Bossuet, their artistic power and their influence. Bossuet, *Oraisons funèbres*, *Henriette d'Angleterre* and *Henriette de France*; Boileau, *L'Art poétique*.

The ideal state of Fénelon and his education of women; La Rochefoucauld and La Bruyère; Albert, *La Littérature française au XVII<sup>e</sup> siècle*.

### III. German

SUSAN ELIZABETH YOUNG, *Professor*.

#### A. Elementary German.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10. Course designed for those offering no German for entrance, and counts three hours credit.

Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II; reading selected from the following texts:

*Glück Auf*; Seligmann, *Altes und Neues*; Gronow, *Jung Deutschland*; Bacon, *Im Vaterland*; Hauff, *Das Kalte Herz*; Seidel, *Leber-echt Hünchen*.

#### B. Elementary German.

Four hours a week for a year. Tuesday, Wednesday, Friday, Saturday, 1:30. Open to those who have completed Elementary German A or who offer one unit of German for entrance, and counts three hours credit.

Paul V. Bacon, *German Grammar*, last thirty-six lessons. Oral and written exercises; reading selected from the following texts:

Storm, *Immensee*; Heyse, *Das Mädchen von Treppi*; Moscher, *Willkommen in Deutschland*; Grimm, *Die Sieben Reisen Sinbads*; Andersen, *Bilderbuch ohne Bilder*; Heyse, *L'Arrabiata*; Hillern, *Höher als die Kirche*.

### 1. German.

For those who have completed Elementary German B or offer two entrance units in German. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Bacon, *Grammar and Composition*; translation; sight reading; texts for reading and study selected from the following:

Storm, *Pole Poppenspüler*; Schiller, *Wilhelm Tell*, *Maria Stuart*; Zu Putlitz, *Vergissmeinnicht*; Allen, *Vier Deutsche Lustspiele*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*.

### 2. German.

For those who have completed German 1. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

Grammar and Composition; texts for reading and study to be selected from the following: Goethe, *Hermann und Dorothea*, *Iphigenie*; Lessing, *Minna von Barnhelm*, *Emilia Galotti*; Scheffel, *Der Trompeter von Säckingen*; Heine, *Die Harzreise*. Oral and written abstracts from portions of texts read.

### 3. German.

For those who have completed German 2. Three hours a week for a year. Hours of recitation to be arranged.

First semester:

A brief outline of German literature. To give a general historical and mythological background of German literature, selections from the following: *Klenzes Gedichte*; Wagner, *Der Ring der Nibelungen*; Goethe, *Dichtung und Wahrheit*.

Second semester:

Schiller, *Selected Poems*; Lessing, *Nathan der Weise*; Goethe, *Faust*, Part I.

Students will be required to read out of class: Rolleston, *Life of Lessing*; Sime, *Life of Goethe*; Nevinson, *Life of Schiller*.

#### 4. German.

For those who have completed German 3. Three hours a week for the year. Hours of recitation to be arranged.

First semester:

Lectures and discussions of Nineteenth Century Dramatists. Selections from Ibsen, Kleist, Grillparzer, Hauptmann, Sudermann, Heibel and others.

Second semester:

Reading and discussion of several standard German novels, selected from Heyse, Storm, Sudermann, Freytag, Hoffman, and others.

### IV. English

ELIZABETH AVERY COLTON, *Professor.*

MARY SUSAN STEELE, *Instructor.*

#### English Composition

##### 1. Introductory Course.

Required of freshmen. Two hours a week for a year. Sec.

(a) Tuesday, Thursday, 9; Sec. (b) Wednesday, Friday, 9;

Sec. (c) Tuesday, Thursday, 1:30.

Miss Steele.

First semester:

Exposition—Special stress on structure. Weekly themes and conferences.

Second semester:

Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes and conferences.

TEXT.—Slater, *Freshman Rhetoric.*

Masterpieces studied as models of structure and style: Palmer, *Self-Cultivation in English*; Ruskin, *Crown of Wild Olive*; Stevenson, *Memories and Portraits.*

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond*, or *A Tale of Two Cities*; Palgrave, *Golden Treasury.*

(N. B.—The selection of these masterpieces will depend largely on those presented by the majority of the class for admission. See Entrance Requirements, pages 34-38).

## 2. Description, Narration, and Exposition.

Required of juniors in the A.B. course and seniors in the B.S. course. One hour a week for a year.\* Wednesday, Friday, 9.

Miss Colton.

### First semester:

Description and Narration. Stevenson, *Inland Voyage* and *Travels With a Donkey* will be studied to illustrate the theory of description. Frequent practice in writing description during first quarter. Analysis of short stories by Hawthorne, Poe, Kipling, Maupassant, and O. Henry, to bring out the theory of the modern short story. Weekly practice in writing short stories during second quarter.

### Second semester:

Critical Exposition. By the study of the underlying principles of the criticism of poetry, the drama, and the novel, this course attempts to familiarize the student with the methods of composition in critical exposition. Fortnightly themes, or their equivalent, are required.

## English Literature

### 1. Outline History of English Literature.

Required of sophomores in the A.B. course and juniors in the B.S. course. Three hours a week for a year. Sec. (a) Tuesday, Thursday, Saturday, 9; Sec. (b) Tuesday, Thursday, Saturday, 1:30.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw's *Syllabus of English Literature*. Papers, or written reviews, every four weeks.

The following masterpieces have been selected for careful reading and class discussion: Tinker, *Translations from Old English Poetry*; *Beowulf*; Chaucer, *Prologue*, *Knight's Tale*, and *Nun's Priest's Tale*; *Sir Gawain and the Green Knight*; Malory, *Morte d'Arthur*; old English ballads; *Everyman*; Spenser, *Faerie Queene*, Book I; Sidney, *Apologie for Poetrie*; songs of the sixteenth cen-

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\*This course meets twice a week, but preparation is required for Wednesday only.

tury dramatists; Bacon, *Essays*; Plutarch, *Lives—Pericles, Demosthenes, Cicero*; six of Shakspeare's plays; Milton, *Paradise Lost*, Books I and II; seventeenth century lyrics; Dryden, *Absalom and Achitophel*; Bunyan, *Pilgrim's Progress*; Pope, *Rape of the Lock*; Swift, *Gulliver's Voyage to Lilliput*; Goldsmith, *She Stoops to Conquer*; selections from nineteenth century poets; and five novels selected from Jane Austen, Scott, Dickens, Thackeray, and George Eliot.

## 2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.

Wednesday, Friday, 1.30; Saturday, 10.

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays are read in chronological order; several are studied closely.

## \*[3. English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.

Miss Colton.

Careful study of Wordsworth, Shelley, Keats, Tennyson, and Browning; selections from Coleridge, Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.]

# V. Mathematics and Astronomy

MARY HASSELTINE VANN, *Professor*.

## Mathematics

### 1: Solid Geometry, Algebra and Plane Trigonometry.

Required of freshmen in the A. B. course. Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 12.

A second section in this course will be arranged if necessary.

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\*Alternates with Course 2; not given in 1917-1918.



Solid Geometry, complete.

TEXT.—Slaught and Lennes, *Solid Geometry*.

*Advanced Algebra*.—This work includes the binomial theorem for all exponents, mathematical induction, complex numbers, theory of equations, limits, convergency and divergency of series, permutations, combinations and determinants.

TEXT.—Fite, *College Algebra*.

*Plane Trigonometry*.—Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Ashton and Marsh, *Plane and Spherical Trigonometry*.

## \*2. Analytical Geometry.

Open to students who have completed course 1.

Three hours a week for a year.

Plane and Solid Analytic Geometry supplemented by lectures on related subjects and the history of Mathematics.

TEXT.—Tanner and Allen, *Analytic Geometry*.

## \*3. Differential and Integral Calculus.

Open to students who have completed course 2. Three hours a week for a year.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Snyder and Hutchinson, *Differential and Integral Calculus*.

## Astronomy

### \*1. General Astronomy.

Open to students who have completed Mathematics 1.

Three hours a week for a year.

An introductory study of the facts and principles underlying the science of astronomy.

Two lectures a week on assigned topics, one hour a week recitation, observation, constellation study and exercises with the atlas and ephemeris.

TEXT.—Moulton, *Introduction to Astronomy*.

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\*Hours of recitation to be arranged.



## VI. History

MARY SHANNON SMITH, *Professor.*

### 1. European History.

Required of A.B. and B.S. sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, 9 and 10.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English Composition 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; McMurry, *How to Study*; *Current Events*; *Directions for Written Work in History*.

### 2. English History.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12; Saturday, 11.

First semester: England from the earliest historic times through the Tudor period.

Second semester: From the Stuart period to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work. It will alternate with Principles of Economics.

TEXTS REQUIRED.—CROSS, *A History of England and Greater Britain*; Trenholme, *An Outline of English History*; *Current Events*; *Directions for Written Work in History*.

## 3. Colonial and United States History to 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year. Tuesday, Thursday, 11, and a third hour at the pleasure of the Professor.

As the students have unusual opportunities for study at the State Library, much of the work of the class is done there.

TEXTS REQUIRED.—Channing, Hart and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.

## \*[4. History of the United States since 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year. Tuesday, Thursday, 11, and a third hour at the pleasure of the Professor.

TEXTS REQUIRED.—Channing, Hart and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.]

## \*[5. Contemporary History.

Open to juniors and seniors. One hour a week for a year.]

## Economics

## \*[1. Principles of Economics.

Required of B.S. juniors and open to A.B. juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12, and Saturday, 11.

First semester: The rise of modern industry, its expansion in the United States; and the principles of production, exchange, distribution, and consumption.

Second semester: The application of economic principles to such important problems as money, credit, and banking, the tariff, the labor movement, monopolies, railroads, trusts; taxation, and economic reform.

This course will alternate with History 2.

TEXTS REQUIRED.—Seager, *Principles of Economics*; *Current Events*; *Directions for Written Work in History*.]

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\*Not given in 1917-1918. History 3 and 4 are usually given in alternate years.

## VII. Natural Science

JOHN HENRY WILLIAMS, *Professor.*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of  
Physiology and Hygiene.*

LOUISE COX LANNEAU, *Instructor in Chemistry.*

### 1. General Chemistry.

Required of freshmen. Three hours a week for a year. Three hours lecture and recitation a week, and two hours laboratory. Lectures, Wednesday, Thursday, Friday, Sec. (a) at 10, Sec. (b) at 1:30. The Laboratory is open Tuesday, Wednesday, Thursday, Friday, 2:30—4:30.

Miss Lanneau.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of Chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

The laboratory exercises are devoted to the preparation and study of certain important elements and compounds.

Laboratory fee, \$5.

TEXT.—Newell, *Inorganic Chemistry for Colleges.*

### 2. Organic Chemistry.

Required of sophomores in the B.S. course. Open to other students who have completed Chemistry 1. Three hours a week for a year. Lectures, Wednesday, Thursday, Friday, 9; laboratory hours to be arranged.

Miss Lanneau.

The lectures are taken up with the study of the hydrocarbons and their derivatives, including such substances as are of interest and importance, as ether, alcohol, vinegar, glycerine, fats, soaps, sugar, starch, etc. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.

### 3. General Biology.

Required of sophomores. Three hours a week for a year. Lectures, Wednesday, Friday, 1:30. Laboratory, Tuesday, Thursday, 2:30-4:30. Other sections will be arranged as necessary.

Mr. Williams.

This course during the first semester includes a detailed study of protoplasm and cell structure as exemplified by animal life. The earthworm is chosen as a representative animal, and its varied systems of organs are considered. The general subject of animal physiology is introduced and the variation in structure of the different systems of organs is emphasized.

During the second semester protoplasm and cell structure found in plant life are studied and the distinguishing features are noted. A representative plant, such as the fern, is chosen and the cell structure of its various tissues considered. The general subject of plant physiology is introduced and the vegetal and reproductive processes in various plants considered. During the closing weeks of the year classification of both animal and plant life is emphasized and studied by means of numerous field trips.

Laboratory fee, \$2.

### 4. Physiology and Hygiene.

Required of B.S. juniors, and open to other juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

Dr. Dixon Carroll.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection; the hygienic arrangement of the sick room; personal, community and racial hygiene; the principles of modern sanitation, sewerage and garbage disposal.

TEXT AND REFERENCE BOOKS.—Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Text-book of Physiology*; Gray, *Anatomy*.

## 5. General Physics.

Required of juniors in the B.S. course. Elective for other college students. Three hours a week. Lectures, Wednesday, Friday, 11; a third hour to be arranged. Laboratory, Wednesday, 2:30-4:30.

Mr. Williams.

This course includes a study of the elementary fundamental principles of Physics. The work consists of lectures, class demonstrations, occasional quizzes, and laboratory work based on Mechanics, Sound, Light, Heat, Magnetism, and Electricity. Special attention is given to the explanation of the phenomena of every-day life.

TEXT.—Black and Davis, *Practical Physics*; Laboratory Guide.—Black, *Laboratory Manual in Physics*.

## 6. Geology.

Open to juniors and seniors. Three hours a week. Tuesday, Thursday, Saturday, 1:30.

Mr. Williams.

First semester: Dynamical Geology and Physiography.

This course deals with natural phenomena which affect the earth's structure, such as weathering, volcanoes, earthquakes, erosion caused by waterways and glaciers; also, the varied changes of topography, including the life histories of rivers and lakes.

Second semester: Structural and Historical Geology.

In the second semester the earth's structure, and the varied changes which have taken place in animal and plant life as revealed by fossils are studied.

TEXT.—Le Conte, *Elements of Geology*.

# VIII. Bible and Philosophy

LEMUEL ELMER McMILLAN FREEMAN, *Professor*.

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### \*1. Hebrew History and Prophecy.

Intended primarily for sophomores, but open to all classes.

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\*Hours of recitation to be arranged.

Three hours a week for a year. Lectures, Bible, and assigned readings.

\*2. The Life of Christ.

Lectures, text-book, and assigned readings. Three hours a week for the first semester.

\*3. The History of the Apostolic Church.

Open to students who have completed course 2. Lectures, Bible, and assigned readings. Three hours a week for the second semester.

\*4. Sunday School Pedagogy.

Open to all college students. One or two hours a week for a year.

Books used are selected from the first six in the Normal Course of the Sunday School Board of the Southern Baptist Convention. There are two divisions of the class. Students may take work in either or in both.

1. Lectures and assigned written work. One hour a week for a year.

2. Written work and examination on assigned books. One hour a week for a year.

\*5. Missions.

Open to all college classes. One hour a week for a year.

Assigned reading, lectures, and class discussion. It is intended that this course shall give a good knowledge of mission fields at home and abroad, and also such understanding of mission methods and study.

### Philosophy

1. Psychology.

Required of juniors in the A.B. course and seniors in the B.S. course; open to other juniors and seniors. Lectures and assigned readings. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

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\* Hours of recitation to be arranged.



\*[2. Ethics.

Required of juniors in the A.B. course and seniors in the B.S. course who do not take Sociology. Lectures and assigned readings. Three hours a week for the second semester. This course will alternate with Sociology. It may be made an elective by students who take Sociology as a required subject.]

3. Sociology.

Required of juniors in the A.B. course and seniors in the B.S. course who do not take Ethics. Three hours a week for the second semester. Lectures and assigned readings. Tuesday, Thursday, Saturday, 12. This course will alternate with Ethics. It may be made an elective by students who take Ethics as a required subject.

In this course special attention is given to present-day social problems and methods of reform.

## IX. Education

MARY SHANNON SMITH, *Professor.*

It is essential that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly, with education and the training of children, the following courses should be of general value.

\*†[1. History of Education.

Open to all juniors and seniors. Two hours a week for a year.

First semester: History of Education to Modern Times.

A somewhat hurried survey of the educational ideals and practices of the past, with special reference to their influence on the present.

Second semester: History of Education in Modern Times.

A more detailed study of education from the later sixteenth century, with an examination not only of the ideas of the great modern

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\* Not given in 1917-1918.

† Students may count a third hour by extra work under supervision of the Professor.



thinkers, but of the changes in the problem following the industrial revolution of the eighteenth century and the rise of democracy in the nineteenth.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note-book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXTS.—Monroe, *History of Education*; Monroe, *Syllabus of the History of Education*.]

## \*2. Educational Psychology and Child Study.

Open to all juniors and seniors. Two hours a week for a year. Wednesday, Friday, 10.

First semester: Educational Psychology.

In this course the principles of psychology that apply to education and teaching are studied in order that they may conform as far as possible to natural laws.

TEXTS.—Thorndike, *Elements of Psychology*; Thorndike, *Principles of Teaching*; collateral reading.

Second semester: The physical, mental and moral development of children.

This subject should have a special interest for all who expect to deal with child-life, whether in the home or school. The work is based on psychology.

TEXT.—Kirkpatrick, *Fundamentals of Child Study*; collateral reading.

There will be lectures, class discussions, and one or two papers.

It is expected that all students will have taken Biology and be taking General Psychology and Ethics.

## \*3. The Principles of Education and School and Classroom Management.

Open to all seniors. Two hours a week for a year. Wednesday, Friday, 11.

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\*Students may count a third hour by extra work under supervision of the Professor. A.B. seniors are strongly advised to elect a third hour in Education 3.

Except in those cases where the natural ability of the student lies in primary or grade work, it is the common practice for graduates of women's colleges who teach to go into departmental work in high schools or academies. The emphasis in this course will therefore be placed on that phase of work. The course will also develop the unity of the various periods of education, the general problems of classroom work, and some of the large fundamental questions connected with universal education.

When a student is definitely planning to teach in the grades, it will be helpful to elect the education courses in Art and Public School Music as an aid to the classroom teaching of these subjects in the public schools.

First semester: The Principles of Education.

A study of modern educational theory.

TEXTS.—Bagley, *The Educative Process*; McMurry, *How to Study and Teaching How to Study*; Spencer, *Education*; collateral reading.

Second semester: School and Classroom Management.

The work will include lectures on various problems of school and classroom management and a brief survey of the course of study prescribed by the State for the grades and high schools; preparation of lesson plans; school laws of the State.

Through the kindness of Superintendent Harper and the Raleigh Board of Education the students have the privilege of observing the work of experienced teachers in the various grades of the city schools and in the High School.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*; text-book library; collateral reading.

During the year the class will be expected to read these books recommended by the State on Secondary Education: *The North Carolina Handbook for High School Teachers*; one of the following: Brown, *The American High School*; Hart, *The Educational Resources of Village and Rural Communities*; Hollister, *High School Administration*; also *North Carolina Education and Current Events*.

#### 4. A Study of Secondary Education.

Open to A.B. and B.S. seniors. Two hours a week for the first semester. Hours of recitation to be arranged.

A brief history of Secondary Education in England and Germany, and a more detailed study of its development in the United States.

Organization; courses of study; methods of teaching.

Students are expected to have taken Education 1 or 2, or be taking Education 3.

TEXTS.—Brown, *The American High School*; Johnston, *High School Education*; collateral reading.

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Besides a carefully selected library of modern books on education, the department has also a complete set of the United States Reports from 1867; the Bulletins of the United States Department of Education; a classified list of school reports and courses of study from typical towns, cities, and states throughout the country; a collection of pamphlets and articles on various subjects of current educational discussion and interest; a text-book library; and current educational magazines.

Students have also many educational advantages from the situation of Meredith in Raleigh.

## X. Home Economics\*

MARIE WHITE, *Professor*.

LAURA WARDEN BAILEY, *Instructor*.

### Cooking 1.

Required of freshmen in the B.S. course. Open to sophomores in the A.B. course. One lecture and two laboratory periods (one of three and one of two hours) each week throughout the year. Three hours credit. Lecture: Tuesday, 11 and 12.

Miss White.

This course includes a study of the principles and theories of cooking and their application to foods in regard to digestibility, palatability, and attractiveness. It aims to secure facility in use of utensils and materials.

Each student is required to cook and serve one meal.

### Cooking 2.

Required of sophomores in the B.S. course. Open only to students who have completed Cooking 1. One lecture and

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\* Maximum credit allowed toward A.B. degree is six hours.

two laboratory periods a week (one of three and one of two hours) throughout the year. Three hours credit. Lecture: Tuesday, 10.

Miss White.

Continuation of work done in Cooking 1 with more advanced work. The cost of food is considered, the planning of menus; and a few lectures will be given in marketing.

Each student is required to cook and serve one luncheon and one dinner.

### Dietetics.

Required of seniors in the B.S. course. Open only to those who have completed Cooking 2. Three lectures a week for one semester. One and one-half hours credit. Tuesday, Thursday, Saturday, 9.

Miss White.

This course presents the application of the fundamental principles of nutrition under varying physiological and economical conditions. Menus are made for definite prices, and foods are studied as to their proper combinations and sources of supply.

### Cooking 3.

Required of seniors in the B.S. course. One lecture and one laboratory period of three hours a week the second semester. Five hours of work a week outside of class is required. One and one-half hours credit.

Miss White.

A general summation of the principles studied in Cooking 1, Cooking 2, and Dietetics, and the application of their principles to invalid and fancy cooking.

### Sewing 1.

Required of freshmen in the B.S. course. One lecture and two laboratory periods (two hours each) a week throughout the year. Four hours of work a week outside of class is required. Three hours credit. Lecture: Tuesday and Saturday, 10.

Miss Bailey.

This course offers instruction and practice in plain hand and machine sewing; study of textiles, drafting of patterns, and the use of commercial patterns. Students furnish their own materials.

### Sewing 2.

Required of juniors in the B.S. course. Two laboratory periods (two hours each) throughout the year. Two hours of work a week outside of class is required. Two hours credit.

Miss Bailey.

This course will be a continuation of Sewing 1 with more advanced work. It provides instruction in drafting, draping, and finishing of waists, gowns, and skirts.

### Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Two lectures a week throughout the year. Two hours credit. Tuesday, Thursday, 9.

Miss White.

The first semester will consider the requirements with respect to sanitation, the materials, and costs of the house furnishings. The second semester will include the principles involved in the care of the house furnishings.

## **School of Art**





## School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF FINE AND APPLIED ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

ANNE STEPHENS NOBLE, *Instructor in China Painting.*

STUDENT CHOWAN COLLEGE; MRS. E. N. MARTIN, WASHINGTON, D. C.; MISS MASON, NEW YORK CITY.

The Art Department is accommodated in a large studio on the fourth floor of the Main Building. It is furnished with casts and such artistic material as is necessary for the work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction in this school is similar to that adopted by the leading instructors of New York and Philadelphia, and it seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way. A club, which meets once in two weeks, gives the students an opportunity to know what is being done in the world of art at the present time.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

### Admission and Conditions

The general requirements are the same as for admission to the college.

To enter the School of Art in the regular course leading to graduation in art, the student must have completed fourteen units of the entrance requirements which may be offered for the A.B. or B.S. degree. (See page 31.) She must offer three units in English, and three in Latin or two in French or German. She may be conditioned to the extent of two units, but a condition of not more than one unit will be allowed in English.

Sophomores, juniors and seniors may be conditioned to the extent of three hours. A student who is conditioned in her studio work may not be classed as a senior.

### **Requirements for Graduation**

The regular course in the School of Art will cover four years. Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the course in the School of Art, and who have also completed thirty-one hours of literary work in addition to the fourteen units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

## Outline of Course for Diploma in Art

## Freshman Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Freehand drawing in charcoal from geometrical solids, vases, fruits, foliage and flowers.....	--	15	
Color analysis and values.....			
Flat washes in watercolor.....			
Modeling in clay.....			
Perspective in pencil drawings and pastel.....			
*English Composition 1.....	2	6	(59)
†Latin 4A } or †French 1 } or †German 1 }	3	9	(53)
			(55)
			(58)
*Electives.....	5	15	
Total hours of work each week, including preparation.....	--	45	

## Sophomore Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Elementary antique.....	--	18	
Still life painting.....			
Original designing.....			
Outdoor sketching.....			
Perspective.....			
Composition.....			
*English Literature 1.....	3	9	(60)
*History 1.....	3	9	(63)
*Electives.....	3	9	
Total hours of work each week, including preparation.....	--	45	

\* One hour of recitation is supposed to require two hours of preparation.

† When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡ Students will continue the foreign language offered for entrance.

**Junior Year**

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Advanced antique.....	--	21	
Still life painting.....			
Illustration and composition.....			
Advanced modeling.....			
Life drawing.....			
Landscape painting.....			
*Art History 1.....	2	6	(81)
*Physiology (1st semester).....	1½	4½	(66)
*Electives .....	4½	13½	
Total hours of work each week,		—	
including preparation.....	--	45	

**Senior Year**

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Painting from still life in oil,	--	21	
watercolor and pastel.....			
Painting from the head and draped			
life model.....			
Landscape painting in all mediums.....			
Applied design.....			
Original compositions; normal work }			
Art History 2.....	1	3	(81)
†*Electives.....	7	21	
Total hours of work each week,		—	
including preparation.....	--	45	

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\* One hour of recitation is supposed to require two hours of preparation.

† When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡ Those expecting to teach are advised to elect Education 3.



**FIRST SEMESTER:**

1. Composition in line and mass; space arrangement; principles of rhythm, balance, emphasis and unity; grade work for first and second years, based on the Prang System of Art Education; problems.

2. Theory, relations and harmony of color; color as to hue, value, intensity and luminosity; color applied to interior decoration; grade work for third and fourth years; problems.

**SECOND SEMESTER:**

3. Water-color painting; flowers, fruits and landscape; an elective craft; grade work for fifth, sixth, and seventh years; problems.

4. Occasional lectures continuing through the year; a study of some historic masterpiece as related to our present-day problems; an elective craft.

5. Problems for high school work.



## **School of Music**





## Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work. Since it is generally recognized that in order to have a broad and thorough knowledge of the science and appreciation of music one must also be trained along other lines, a literary requirement for entrance and also for graduation is made in addition to the special music and theoretical work.

The school is equipped with thirty-seven upright pianos, three grand pianos, one pedal piano, two organs, and a library of records of standard compositions for use on the pianola, making a thorough equipment for teaching technical and artistic proficiency.

### Admission to Music Classes

- A. Literary requirements.
- B. Musical and technical requirements.

#### *A. Literary requirements.*

For full admission to the freshman class a candidate must offer fourteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 33-44. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for a diploma in music must offer:

French	}	.....	2 units
or			
German	}		
English	.....	3 units	
*Elective	.....	9 units	
Total.....			14 units

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\*Any required or elective subject allowed for entrance to the A.B. course may be offered (see page 31); or a half unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

### B. Musical and technical requirements.

Students are graded in Music on entering according to the quality as well as to the quantity of work done; therefore, on entering they will be classified only tentatively until the value of their entrance music can be determined. They will be assigned to teachers according to the grade of work which they are capable of doing. Resident students may not study except with teachers engaged by the college.

## Piano

First Year: Arm and hand and wrist foundation work; hand and finger action combined with the proper use of the wrist and arm. All major scales in one octave, separate hands; arpeggios in major and minor triads, alternating hands, ascending in first position, descending in second position.

Studies suggested: Köhler, *Op. 218* and *Op. 163*; Gurlitt, *Op. 197*; Mrs. Virgil, *Melodious Studies*, 2 Books; Duvernoy, *Op. 176*, 2 Books.

Pieces suggested: Dennée, *Petite Valse*; Gurlitt, *The Fair*; Neidlinger, *Water Sprites*; Pfeffercorn, *Cradle Song*; Ambrose, *Slumber Song*; Gurlitt, *Song Without Words*, *Morning Song*; Reinecke, *Evening Peace*, *Barcarolle*, *At Sunset*, *Melody*; Rummel, *Romance*; Rogers, *Courtly Dance*; Thomé, *Remembrance*, *Cradle Song*,

Second Year: Further development of technical work; all major and minor scales, two octaves, one and two notes to M.M. 60; triads and dominant seventh arpeggios, alternating hands.

Studies suggested: Köhler, *Op. 242*, and *Op. 157*; Burgmüller, *Op. 100*; Gurlitt, *Op. 198*.

Pieces suggested: Heller, *L'Avalanche*, *Curious Story*; Schumann, *Kinderscenen*; Gurlitt, *Wanderer's Song*; Lynes, *Rondoletto*, *Fairy Story*, *Hunting Song*; Clementi, *Sonatina in C*, No. 1.

Third Year: Further development of technical work; all major and minor scales, one two, and four notes to M.M. 60; triads; dominant and diminished seventh arpeggios.

Exercises suggested: Wolff, *Der Kleine Pischna*.

Studies suggested: Köhler, *Op. 50*; Gaynor, *Pedal Studies*; Heller, *Op. 47*; Brauer, *Op. 15*; Gurlitt, *Op. 146*; Kung, *200 Two Part Canons*. *Sonatinas* by Diabelli, Clementi, Kuhlau, Bertini, and others.

Pieces suggested: Mayer, *Butterflies*; Tchaikowsky, *Song of the Lark*; Grieg, *Patriotic Song*; von Wilm, *Drolleries*; Scharwenka, *Barcarolle*; Handrock, *Scherzino*, *Op. 64*.







## Requirements for Graduation

To be entitled to a diploma from the School of Music, the student, in addition to the fourteen units offered for entrance, must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, the required theoretical and literary courses, the required number of electives (see courses outlined, pages 92-95, for Diploma in Music), and must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Organ, Violin, and Voice must have completed and been examined on the Sophomore work in Piano.

Each music student is required to take approximately forty-five hours of work a week. This is the equivalent of the number of hours assigned the students in the A.B. and B.S. courses, where it is rated as fifteen hours of recitation and thirty hours of preparation. No student may take more than forty-eight hours of work a week, except by action of the faculty senate. Seniors are not required to take more than the number of hours necessary to obtain their diploma.

During the regular examination week at the end of the second semester all students studying in the School of Music, except nonresident students registered for music only, will take an examination before the college music teachers. Those taking preparatory music will have an examination before the instructors in that department, and the director.

At Mid-year, examinations will be given to such students as apply for them and to those who, in the opinion of the teacher and director, should take them.

## Public School Music

In order to meet the demand for well-equipped public school music supervisors, Meredith College offers a four-year course leading to a diploma in this subject, an outline of which may be found on pages 94-95.

The aim of this course is to train the student in subject-matter and to bring her to an appreciation of the general conditions to be found in the schoolroom, and to prepare her to meet, in an efficient manner, the supervisor's problems from the primary grades through the high school.

### Students' Recitals

Students' recitals are held every Thursday at five o'clock. All music students are required to attend and to take part in them when requested to do so by their teachers.

Freshmen in Piano or Organ, and sophomores in all departments will appear in recital twice a semester. Freshmen in Violin and first year voice students will be required to appear only once, which will be in the second semester. Juniors will be heard three times each semester; seniors, at the discretion of their major professor, and others once a year. Each number on the programs will include a study or an exercise.

Only graduates and unconditioned seniors may give individual recitals. Those completing merely the work in Piano, Voice, Organ or Violin, but who have not taken the theoretical and literary work outlined in the course of study leading to a diploma in music, may appear in college programs only in groups of three as advanced students.

All students' recitals are under the direction of the Director, who will arrange the programs with the teachers whose students are to take part in them.

### Concerts

The students have frequent opportunities of hearing noted artists in concert, which is of incalculable benefit to those pursuing a musical education. Music students are expected to attend all concerts given under the auspices of the school.

Recitals are given at intervals during the session by the Music Faculty, which are free to all students.





## Outline of Course for Diploma in Public School Music

## Freshman Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 1-----	2	6	(97)
*Theory 1-----	2	6	(97)
*English Composition 1-----	2	6	(59)
*French 1 or German 1-----	3	9	(55)
Recitals-----		1	(91)
Two half-hour piano lessons each week--		1	
†Practice-----		15 to 16	
Total hours of work each week, including preparation-----		44 to 45	

## Sophomore Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 2-----	2	6	(98)
*Music History 1-----	2	6	(99)
*English Literature 1-----	3	9	(60)
*French 2 or German 2-----	3	9	(56)
Ensemble-----		1	(101)
Recitals-----		1	(91)
Two half-hour piano lessons each week--		1	
†Practice-----		12½ to 15	
Total hours of work each week, including preparation-----		45½ to 48	

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\*Each hour of recitation is supposed to require two hours of preparation.

† Music students taking work in the college choir may count the time as one of the maximum number of weekly practice hours.

### Junior Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 3-----	2	6	(98)
*Music History 2-----	3	9	(99)
*Methods 1-----	2	6	(101)
Music Pedagogy 1-----		1	(100)
*Psychology, 1st semester-----	1½ }	9	(68)
*Education 2, 2d semester-----	1½ }		(70)
†Electives-----	3	9	
Recitals-----		1	(91)
Two half-hour voice lessons each week--		1	
‡Practice-----		5 to 6	
Total hours of work each week, including preparation-----		<hr/> 47 to 48	

### Senior Year

Subjects	Credit Hours	Total Hours	Page
*Music Pedagogy 2-----	1	3	(100)
*Analysis 1-----	2	6	(99)
*Education 3-----	2	6	(70)
*†Electives-----	7	21	
College Choir-----		1	(102)
Recitals-----		1	(91)
Two half-hour voice lessons each week--		1	
‡Practice-----		5 to 6	
Total hours of work each week, including preparation-----		<hr/> 44 to 45	

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\*Each hour of recitation is supposed to require two hours of preparation.

† These elective hours may be chosen from the A.B. or B.S. course, subject to the approval of the Dean, or another year's work in Piano may be taken.

‡ Music students taking work in the college choir may count the time as one of the six practice hours.





## Theoretical Courses\*

### Theory

#### 1. †Theory and Sightsinging (Solfeggio).

Required of all freshmen in Music. Four hours of class work and two hours of preparation a week, making two credit hours. Tuesday, Thursday, Friday, Saturday, 2:30.

Miss Atmore.

First semester: Notation and accent (natural and artificial); rhythm; tempo; the composition of diminished and augmented intervals; diatonic and chromatic scales; modulation; clefs; music terminology; acoustics.

Recognition by ear and production by voice of all diatonic and chromatic intervals of major and minor triads and their inversions, and of the chord of the dominant seventh; the study of all simple and compound time and rhythms; sightsinging exercises including the above; dictation exercises similar to the sightsinging exercises.

Second semester: Recognition by ear and production by voice of all secondary and diminished seventh and ninth chords, and of all irregular and syncopated rhythms; sightsinging exercises including the above, also distant and enharmonic modulations; dictation exercises similar to the sightsinging exercises; transposition of exercises in all major and minor keys; a brief study of musical instruments in use in a modern orchestra.

### Harmony

#### 1. Harmony.

Required of freshmen. Elective for A.B. and B.S. students if followed by Harmony 2. Two hours a week for a year. Tuesday, Friday, 9.

Miss Ruegger.

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\* Maximum credit allowed toward the A.B. or B.S. degree is six hours.

† Those wishing to take this course must have completed Preparatory Theory as outlined on page 89.

Triads and their inversions in four-part harmony (open); dominant seventh chord; cadences both written and played; first species of modulation; the harmonizing of simple basses and sopranos both by writing and at the keyboard.

## 2. Harmony.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Saturday, 11.

Miss Ruegger.

Secondary seventh and ninth chords; second species of modulation; passing tones; the harmonization both written and at the keyboard of figured and unfigured basses; accompaniments to easy melodies; original work in form of hymn-tunes and easy instrumental pieces.

## 3. Advanced Harmony.

Required of juniors. Elective for A.B. and B.S. students. Two hours a week for a year. Tuesday, Friday, 11.

Miss Ruegger.

Altered chords; suspensions; chromatic and enharmonic harmonies; distant and enharmonic modulations; harmonization by writing and at the keyboard of difficult basses and sopranos; the accompanying at sight of easy melodies with no given bass; original composition.

## 4. Counterpoint.

Required of seniors. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Saturday, 12.

Miss Ruegger.

Simple counterpoint in various species; double counterpoint; harmonization at the keyboard of Bach's figured chorales.

TEXT.—Lehmann, *Counterpoint*.

## Analysis

### 1. Musical Form and Analysis.

Required of juniors. Elective for A.B. and B.S. students.

Two hours a week for a year. Wednesday, Saturday, 10.

Mr. Gleason.

Elements of musical form from the motive and primary to the analysis of important types of classic and modern music with special reference to the Sonata as the type of the perfect form.

## History of Music

### 1. History of Music.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Saturday, 9.

Miss McCullers.

First semester: A history of Music from primitive times to the period of Johann Sebastian Bach.

Second semester: From the work of Bach to the present time.

This is a sophomore study, and should not be taken until English Composition 1 has been completed.

TEXT.—Baltzell, *History of Music*; collateral reading.

### 2. Advanced History of Music.

Required of juniors. Elective for A.B. and B.S. students. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30. Prerequisite, History of Music 1.

Miss Ruegger.

A more detailed and intensive study of music from the work of Johann Sebastian Bach to the present time with the background of political and social history; one of the three hours of the class will occasionally be used for recitals illustrative of the work being covered.

TEXT.—Dickinson, *The Study of the History of Music*; collateral reading.

## Composition

### 1. Composition.

Elective for juniors and seniors in Music. One hour a week for a year. Hour of recitation to be arranged.

Miss Ruegger.

Writing of sonatinas and other instrumental and vocal compositions, including anthems, hymn tunes and music suitable for given texts.

A thorough study of all instruments used in the modern orchestra; their range and characteristics; all forms of composition from the sonatina to the quartet and symphony.

Transcription of a given phrase into the key and setting needed for any given instrument; orchestration of standard compositions, such as Mendelssohn's *Songs without Words* or Chopin's *Preludes*.

## Music Pedagogy

### 1. Music Pedagogy.

Required of juniors. One lecture each week. Wednesday, 12. This work does not require preparation.

Mrs. Ferrell.

Methods of teaching to children individually notation, piano technique, elements of theory, rhythm, ear training. Material for music work in the early grades.

### 2. Music Pedagogy.

Required of seniors. One hour a week for a year. Thursday, 12.

Mrs. Ferrell.

Continuation of the work of the junior year with special reference to class work; methods of presenting major and minor scales and triads, dominant seventh and diminished chords; lectures on general aspects of piano teaching; a systematic study of teaching material.

Students taking this work do two hours of practice teaching each week under the direct supervision of the instructor.

## Public School Music Methods

### 1. Public School Methods.

Required of juniors in Public School Music. Elective for other students, and as such counts one hour toward a degree. Two hours a week for a year. Wednesday, Friday, 1:30.

Miss Atmore.

Problems and methods of music instruction in the grades and in the high school; monotones; melody writing; beating time; sight-reading; individual and part singing; rote songs; how to conduct the music period; formation and conducting of school choruses and orchestras; the necessity for music study in public schools; supervision; relation of supervisor to other teachers, the superintendent, and to the community.

### Ensemble Playing

Required of juniors and seniors in Voice, and all sophomores. One hour a week for a year. Tuesday, 5 p. m.

Miss Ruegger.

Four- and eight-hand arrangements of the simpler overtures and symphonies of the classical masters, with the addition of stringed instruments, are studied. Ensemble is valuable in that it cultivates self-control, proficiency in sight-reading, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

### Chamber Music

One hour a week required of juniors and seniors in Piano, Organ and Violin. Wednesday, 7:30-9:30 p. m.

Miss Ruegger.

One of the chief advantages which a School of Music offers is the opportunity for advanced ensemble playing. The course comprises a practical study of the classic and modern works of Chamber Music

from the easy Sonatas by Haydn and Mozart to the more advanced forms of Chamber Music such as trios and quartets by Beethoven, Mendelssohn, Schubert, Brahms, and others.

Classes are organized as follows: (1) Chamber Music for Piano and Stringed Instruments, 1 hour per week; (2) String quartet class, 1 hour per week.

## Interpretation Class

Required of all juniors and seniors in music. One hour a week for the year. Friday, 7:30 P. M.

Miss Ruegger.

The aim of this class is to enable the students to enjoy the work of all periods and styles through a knowledge of the æsthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also the forms of expression peculiar to him. The compositions studied by different members of the class are analyzed in this way, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire.

## Chorus and Choir Training

### 1. Chorus and Choir Training.

Required of music students with good singing voices, and open to other students with good singing voices. One hour a week for a year. Thursday, 3:30.

Miss Ruegger.

The college choir is composed of approximately sixty voices. The best music, consisting of hymns, chants, anthems and choruses, is studied. The choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons, and on other public occasions.

## Department of Pianoforte

†ALBERT MILDENBERG, *Director.*

EDWARD GLEASON, *Professor.*

MARY ELIZABETH FUTRELL, *Professor.*

MARY ELIZABETH McCULLERS, *Instructor.*

### 1. FRESHMAN.

*Scales:* Scales in octaves, thirds, sixths and tenths.

*Exercises:* Wolff, \**Der Kleine Pischna*; Joseffy, *First Book of Daily Exercises*; Jackson, *Scales and Chords*.

*Etudes:* \*Czerny, *Op. 299, Books I and II*; Biehl, *12 Melodious Studies*; Turner, *12 Special Studies*; Czerny, *Opus 553, Octave Studies*; Clementi, *Preludes and Exercises*.

*Bach:* Bach, J. S., \**Little Preludes and Fugues*; Henning, *Two Part Fughettas and Fugues*; Ph. E. Bach, *Solfegietto*.

*Sonatas* (One of the following is required): Haydn, *D Major, E. Minor*; Mozart, *F Major No. 7*; Clementi, *D Major*; Krause, *D Major*.

*Pieces:* Beethoven, *Variations in G*; Mendelssohn, *Songs without Words*; and other standard compositions.

### 2. SOPHOMORE.

*Scales:* Scales in octaves, thirds, sixths, and tenths; technical work continued.

*Exercises:* \*Pischna, advanced; Hannon; Kullak, *Octave Studies*.

*Etudes:* \*Czerny, *Opus 299, Books III and IV*; Cramer, *Selected Studies*.

*Bach,* \**Two and Three Part Inventions*.

*Sonatas* (One of the following required): Mozart, *No. 6 in F, No. 15 in D, No. 13 in D Major*; Beethoven, *G Major Op. 14, F Minor Op. 2, No. 1*; Reinecke, *Op. 47, Op. 93, Op. 127*.

*Pieces suggested:* Rheinberger, *Ballade G Minor*; Schubert, *Impromptus*; Gurlitt, *Capricietto*; Raff, *La Fileuse*; and other pieces by standard composers.

### 3. JUNIOR.

*Scales:* Scales in octaves, thirds, sixths, tenths, and double thirds; technical work and studies continued.

*Exercises:* \*Pischna or Hannon; Kullak, *Octave School*.

*Etudes:* Czerny, *Opus 740*; Clementi, *Gradus ad Parnassum*.

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†On leave of absence.



Bach J. S., \**English and French Suites, or The Welltempered Clavichord*.

*Sonatas* (One required): Beethoven, *Op. 10 No. 2, Op. 26, Op. 14 No. 1*.

*Concertos*: Bach, *Italian Concerto*; Mozart, *D Minor*; Hummel, *A Minor, B Minor*.

*Pieces suggested*: Schumann, *Aufschwung*; Mendelssohn, *Rondo Capriccioso*; and other standard compositions.

*Chamber Music* (One work from the following): *Sonatas for Piano and Violin*—Mozart, *E Minor No. 4, A Major No. 1, D Major No. 3, F Major No. 7*; Beethoven, *F Major No. 5, D Major No. 1*.

#### 4. SENIOR.

*Scales*: Scales in double thirds and double sixths; technical work continued.

*Etudes*: Henselt; Chopin.

Bach, \**The Welltempered Clavichord*.

*Sonatas*: Any of Scarlatti; Beethoven, *Op. 13 and 57*; Grieg, *G Minor*; Schumann, *G Minor*.

*Concertos*: Beethoven, *C Minor, G Major*; Weber, *Concertstück*; Mendelssohn, *G Minor*; MacDowell, *A Minor*.

*Pieces suggested*: Brahms, *Intermezzi, Rhapsodies*; Schumann, *Faschingsschwank*; and other standard compositions.

*Chamber Music* (One work from the following): *Sonatas for Piano and Violin*—Mozart, *No. 10 and 12*; Beethoven, *Op. 12 No. 2, Op. 23 No. 4, Op. 30 No. 1*; Grieg, *Sonata in C Minor, or F Major*; Beethoven, *Trio in C Minor*; Mendelssohn, *Trio in D Minor*; Mozart, *Quartette in G Minor*.

#### 5. GRADUATE COURSE.

For those desiring to prepare themselves more fully for teaching, or for piano playing a course will be arranged. Wide discretion will be exercised in selecting works to be studied.

## Department of Organ

†ALBERT MILDENBERG, *Professor.*

EDWARD GLEASON, *Professor.*

### 1. †FRESHMAN.

*Scales* in octaves, thirds, sixths, and tenths.

*Exercises:* Wolff, *\*Der Kleine Pischna*; Joseffy, *First Book of Daily Exercises*; Jackson, *Scales and Chords*.

*Etudes:* \*Czerny, *Op. 299, Books I and II*; Biehl, *12 Melodious Studies*; Turner, *12 Special Studies*; Czerny, *Op. 553, Octave Studies*; Clementi, *Preludes and Exercises*.

Bach J. S., *\*Little Preludes and Fugues*; Henning, *Two Part Fughettas and Fugues*; Ph. E. Bach, *Solfegietto*.

*Sonatas* (One required): Haydn, *D Major, E Minor*; Mozart, *F Major No. 7*; Clementi, *D Major*; Krause, *D Major*.

*Pieces suggested:* Beethoven, *Variations in G*; Mendelssohn, *Songs without Words*; and other standard compositions.

### 2. §SOPHOMORE.

Pedal technic established; organ touch; Clemmens, *Organ School*, Book 1; Stainer, *Organ School*; Horner, *Pedal Studies*; Whiting, *Pedal Studies for Beginners*.

Bach, *Easy Preludes and Fugues, Choral Preludes*.

*Easier pieces* by Guilmant, Batiste, Lemare, Rogers, and others.

### 3. §JUNIOR.

*Studies:* Nilson, *Pedal Studies*; Dudley Buck, *Pedal Phrasing Studies*; Bach, *Little Prelude and Fugue, G Minor, Easy Preludes and Fugues*.

Selections from Handel, Rheinberger, Guilmant, Dubois, and other standard composers.

Transposing at sight of hymn tunes; modulation for church use; accompanying sacred songs and anthems.

### 4. §SENIOR.

Bach, *Greater Preludes and Fugues*. Sonatas and other compositions of Handel, Mendelssohn, Rheinberger, Guilmant, Widor, Rogers, Dubois, Saint Saens.

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†On leave of absence.

‡As students who take their diploma in Organ must do three years in the department after having completed the freshman work in Piano, the freshman year will be devoted to Piano, and the regular work in Organ will begin with the sophomore year.

§As graduates in Organ must have completed and been examined on sophomore Piano, students will continue their piano work after the freshman year, with at least one lesson a week.

## Department of Violin

CHARLOTTE RUEGGER, *Professor.*

### 1. FRESHMAN.

*Scales:* Major and minor scales in two octaves; all legato and staccato bowings.

*Exercises:* Danela, *Daily Exercises*; Schradieck, *Scale Studies*; Sevic, *Violin Technic, Book I.*

*Etudes:* Meerts, *Elementary Studies*; Kayser, *Etudes, Books I and II.*

*Pieces suggested:* Seitz, *Pupil's Concertos, G Major No. 2*; Ortman, *Concerto, D Major*; other standard compositions.

### 2. SOPHOMORE.

*Scales:* Scales and arpeggios in three octaves.

*Exercises:* Sevic, *Book 2*; Sitt, *Scale Studies.*

*Etudes:* Kayser, *Book III*; Mazas, *Special Studies*; Léonard, *La Petite Gymnastique*; Dont, *24 Etudes.*

*Pieces suggested:* Accolay, *Concerto*; Correlli, *Sonatas, Nos. 8 and 10*; de Bériot, *Scène de Ballet*; and smaller pieces by standard composers.

### 3. JUNIOR.

*Scales:* Scales in octaves and thirds; technical work continued.

*Exercises:* Sevic, *Books III and IV*; Léonard, *La Grande Gymnastique*; Flesch, *Urstudien.*

*Etudes:* Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *12 Etudes.*

*Sonatas:* Nardini, *D Major*; Handel, *A Major, No. 6*; Tartini, *G Minor.*

*Pieces suggested:* de Bériot, *Concertos, Nos. 9, 8 and 7*; Rode, *Concertos, A Minor No. 7 and E Minor No. 8*; Vieuxtemps, *Ballade and Polonaise, Romance in F*; Beethoven, *Romanze in F*; and other pieces by standard composers.

*Chamber Music:* Sonatas for Violin and Piano—Mozart, *E Minor No. 4, A Major No. 1; D Major No. 3, F Major No. 7*; Beethoven, *F Major No. 5, and D Major No. 1*; quartets by Haydn and Mozart.

A violin class meets two hours each week, and juniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work which is discussed and criticised by the members of the class.

#### 4. SENIOR.

*Scales:* Scales and technical work continued.

*Etudes:* Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *24 Etudes*; Gavinies, *Caprices*; Campagnoli, *Caprices*.

*Sonatas:* Bach, *G Minor, E Major*; Leclair, *Le Tombeau*; Tartini, *Devil's Trill*.

*Concertos* by Vieuxtemps, Bruch, Mendelssohn, and Spohr; other standard compositions.

*Chamber Music:* Sonatas for Violin and Piano—Beethoven, Nos. 5 and 7; Mozart, Nos. 10, 11 and 12; Schumann, *A Minor*; Brahms, *D Minor*; trios and quartets by Beethoven, Mendelssohn, Hummel, Rubinstein.

A violin class meets two hours each week, and seniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work which is discussed and criticised by the members of the class.

#### 5. Graduate Course.

For those desiring to perfect themselves more fully for concert work or for advanced teaching, a special course will be given. It will include a study of the concertos and greater works of Beethoven, Mendelssohn, Paganini, Bruch, Sinding, Goldmark, Brahms, Tchaikowsky, Ernst, Lalo, and others.

### Department of Voice Culture

HELEN MARIE DAY, *Professor*.

HARRIETTE LOUISE DAY, *Professor*.

#### 1. FRESHMAN.

Vocal anatomy; tone placing and formation; development of the chest; breath control; breathing allied with attack; staccato.

*Studies:* Behnke and Pearce, Vaccai, Abt, Nave.

*Songs suggested:* Cowan, *Snowflakes*; Gaynor, *Group of Five Songs*; Shelley, *The Arabian Slave*; H. Norris, *Thou art so like a Flower*.

## 2. SOPHOMORE.

The technical work of the freshman year continued; exercises for equalization of registers.

Studies: Vaccai, Abt, Nave, Vigna, Bordogni, Panofka, Concone.

English and American songs suggested; Huntington Woodman, *An Open Secret*; Whitney Coombs, *An Indian Serenade*; Cadman, *The Shrine*; A. Whiting, *Three Songs, Op. 21*; M. Beach, *A Prelude*.

## 3. JUNIOR.

Technical work continued; dynamics; the portamento; mordents; trills; cadenzas.

Studies: Concone, Marchesi, Panseron.

Arias from the following oratorios: Handel, *The Messiah*; Bach, *Passion Music*; Mendelssohn, *Elijah*; from the following operas; Gluck, *Orpheus and Eurydice*; Gounod, *Faust*; Bizet, *Carmen*; Massenet, *Manon*.

Songs selected from the following: American and English composers, MacDowell, La Forge, Salter, Spross, S. Homer, A. Ware, Van der Stucken, Chadwick, Parsons, Damrosch, Huhn; German composers, Schubert, Schumann, Franz, Lassen, Abt, Mendelssohn, Raff, Grieg; Italian composers, Marchesi, Lamperti, Dell 'Sede, Rubini, Savanelli, Bordogni, Bordese; French composers, R. Hahn, Massenet, Fauré, Godard, Thomé, Lemaire, Viardot, Vidal.

## 4. SENIOR.

Technical work continued.

Selections from the following: arias from the following oratorios: *The Messiah*, *Samson*, *The Creation*, *Elijah*, *Gallia*, *Stabat Mater*, (Rossini), and from classic and modern operas. Songs selected from the following: German composers, Mozart, Beethoven, Schubert, Schumann, Brahms, Wagner, Strauss, Löwe, Loeffler, Hugo Wolff; French composers, Saint-Saens, Gounod, F. David, Delibes, Lalo, Lecock; Italian composers, Sgambati, Caldara, Braga; Russian composers, Tschaiikowsky, Dvorak, Rachmaninoff; English and American composers, Campbell Tipton, Cyril Scott, Spross, La Forge, Beach, Ware, S. Homer, Van der Stucken.

## Needs of the College

The standard of college education is advancing so rapidly in the South that it will be necessary for the endowment to be constantly increased if Meredith is to carry out the ideals of its founders. Each year additional library and laboratory equipment makes itself more strongly felt, and higher salaries are demanded by experienced college-trained teachers. As \$200,000 is generally recognized as the *minimum* endowment for a standard college, gifts to increase the endowment fund are especially needed.

As Meredith has been rated by educational authorities as coming nearer to the standard set by the Association of Colleges and Secondary Schools of the Southern States than any other college for women in North Carolina, we hope that those interested in the education of women will enable us to increase our equipment so that we may fulfill all the conditions now demanded by standard colleges.

In order to do this, it will be necessary for us to have gifts and bequests providing for:

1. New Dormitories.
2. Science Building.
3. Increase of General Endowment.
4. Endowment of Professorships.
5. Loan Fund.
6. Scholarships.\*
7. Gymnasium.
8. Infirmary Building.
9. Library Building.
10. Music Building.
11. Laundry Building.
12. Larger Grounds.

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\* Income from one thousand dollars at six per cent will endow a tuition scholarship; income from four thousand dollars will endow a scholarship covering all expenses.

Since many in the State are unable to make large donations, we must depend for the present mainly on legacies and numerous small gifts; hence we suggest the following forms to any desiring to make a bequest to the college in their wills:

I give and bequeath to Meredith College the sum of..... dollars, for the use and benefit of the said college.

I give and bequeath to Meredith College the sum of..... thousand dollars, to be invested and called the..... Scholarship (or Professorship).

I give and bequeath to Meredith College the sum of..... thousand dollars to be used for a.....building.



# Register of College Students

## A.B. and B.S. Courses

### Senior Class

Ashcraft, Annie Mae, A.B.....	Monroe.
Ashworth, Lillie Belle, A.B.....	Scotland Neck.
Bird, Roselle, B.S.....	Mount Olive.
Carter, Amy Lee, A.B.....	West Asheville.
Craig, Annie Elizabeth, A.B.....	Monroe.
Dellinger, Cora Edna, A.B.....	Fallston.
Dew, Teresa, A.B.....	Latta, S. C.
Draughan, Alexandra Jane, A.B.....	Dunn.
Garvey, Margaret Hildreth, B.S.....	Wilmington.
Haislip, Lillian Elsom, A.B.....	Church View, Va.
Harper, Helen Earle, A.B.....	Baltimore, Md.
Higgs, Lelia Shields, A.B.....	Greenville.
Hocutt, Rosa Beatrice, A.B.....	Ashton.
Holding, Louise Cox, A.B.....	Wake Forest.
Jessup, Katherine Elizabeth, A.B.....	Baskerville, Va.
Johnson, Mary Lynch, A.B.....	Rocky Mount.
Joyner, Nancy Elizabeth, A.B.....	Garysburg.
Knott, Sophia Jane, A.B.....	Kinston.
Mills, Minnie Lewis, A.B.....	Wake Forest.
Norwood, Oma Ceola, A.B.....	Neuse
Paschal, Nell Adelaide, A.B.....	Goldston
Pope, Annie Lee, A.B.....	Dunn.
Snow, Maisie Frances, B.S.....	Crutchfield.
Tabor, Blanche, A.B.....	Rosman.
Vann, Elizabeth Rogers, A.B.....	Raleigh.
Williams, Mildred, A.B.....	Lumberton.

### Junior Class

Aydlett, Helen Byrd, A.B.....	Elizabeth City.
Bailey, Beulah May, B.S.....	Kenly.
Ball, Earla Ravenscroft, A.B.....	Ditchley, Va.
Beasley, Harriet Stewart, B.S.....	Monroe.
Brackett, Annie Laurie, A.B.....	Landrum, S. C.
Brewer, Ellen Dozier, A.B.....	Raleigh.

Bunch, Abscilla Albania, A.B.....	Edenton.
Carter, Mattie May Bryan, A.B.....	West Asheville.
Current, Jeannette Lamina, A.B.....	Woodleaf.
Heinzerling, Myrtle Louise, A.B.....	Statesville.
Josey, Lydia Bruce, B.S.....	Scotland Neck.
Martin, Essie, A.B.....	Alexander.
Matthews, Katherine, A.B.....	Maxton.
Mercer, Annie Williams, A.B.....	Thomasville.
Mullen, Irene Modelle, A.B.....	Bunn.
Nall, Annie Maybelle, A.B.....	Sanford.
Norwood, Mary Law, A.B.....	Goldsboro.
Olive, Grace Carlton, A.B.....	Apex.
Parker, Ethel Mae, A.B.....	Kings Mountain.
Rogers, Carmen Lou, A.B.....	Creedmoor.

### Sophomore Class

Ashcraft, Mary Boshamer, A.B.....	Wadesboro.
Benton, Laura Moore, A.B.....	Monroe.
Brooks, Inez Lorraine, B.S.....	Woodsdale.
Bullard, Eula May, B.S.....	Fayetteville.
Burton, Effie, A.B.....	Roxboro.
English, Ethel, B.S.....	Mars Hill.
Gibson, Annie Laurie, A.B.....	Laurel Hill.
Hamilton, Katherine Eunice, A.B.....	Jonesboro.
Harward, Ellamae, A.B.....	Moncure.
Healy, Margaret Catherine, A.B.....	Streets, Va.
Hendren, Rochelle, B.S.....	Chadbourn.
Herring, Celia, A.B.....	Chengchow, Honan, China.
Herring, Mary Belle, A.B.....	Raleigh.
Higgs, Madeline Whitmore, B.S.....	Greenville.
Hunt, Gertrude, Elizabeth, B.S.....	Greenville, S. C.
Joyner, Beulah, B.S.....	Rocky Mount.
Lyon, Jane Alma, A.B.....	Windsor.
Murray, Margaret Katherine, A.B.....	Rose Hill.
Olive, Myra Vivian, A.B.....	Fayetteville.
Peterson, Mary Claire, A.B.....	Wilmington.
Ray, Bonnie Estelle, A.B.....	Clinton.
Ray, Willa Margaret, B.S.....	Raleigh.
Riddick, Elsie Pearle, A.B.....	Asheville.
Stafford, Lillian, B.S.....	North Wilkesboro.
Watkins, Catherine Inez, A.B.....	Goldsboro.

**Freshman Class**

Alderman, Lorena, B.S.....	Delway.
Arnette, Juanita Annie, A.B.....	Mebane.
Aycock, Lillie May, A.B.....	Louisburg.
Beal, Dana Magdalene, A.B.....	Handsom, Va.
Beasley, Mildred Anderson, A.B.....	Kenansville.
Bennett, Mary Elizabeth, B.S.....	Wingate.
Best, Huldah Sarah, B.S.....	Warsaw.
Bland, Dorothy, A.B.....	Burgaw.
Bowen, Pearl, B.S.....	Burgaw.
Bullard, Lena, B.S.....	Fayetteville.
Burke, Blanche Lenore, B.S.....	Maxton.
Butler, Berta, B.S.....	St. Paul's.
Butler, Mary Ida, A.B.....	Fayetteville.
Carroll, Mary Jane, A.B.....	Winterville.
Cheek, Lucile, B.S.....	Ore Hill.
Coggin, Pauline Dubose, B.S.....	Palmerville.
Council, Ruth Payne, B.S.....	High Point.
Covington, Kathleen, A.B.....	Wadesboro.
Daniels, Madge Westcott, A.B.....	Manteo.
Davis, Isla Belle, A.B.....	Raleigh.
Davis, Johnnie Lou, A.B.....	Aulander.
Dean, Eva Louise, A.B.....	Raleigh.
Dees, Candace, B.S.....	Grantsboro.
Dodd, Hattie, B.S.....	Greenville, S. C.
Eddins, Vernie Scarborough, A.B.....	Palmerville.
Edgerton, Marie Belle, A.B.....	Oak Ridge.
Eller, Vera Faustina, B.S.....	Ready Branch.
Fonvielle, Helen Virginia, B.S.....	Warsaw.
Gaddy, Mary Elizabeth, B.S.....	Wingate.
Gaddy, Wilma Ellen, B.S.....	Wingate.
Gulley, Rochelle Green, A.B.....	Nashville.
Gunter, Mattie Burke, A. B.....	Sanford.
Hallman, Bessie May, A.B.....	Marshville.
Hatcher, Gladys Marguerite, B.S.....	Rose Hill.
Henning, Ruby Lucile, A.B.....	Winston-Salem.
Hester, Ada Grace, B.S.....	Elizabethtown.
Hocutt, Berta, A.B.....	Ashton.
Homewood, Eunice Kent, B.S.....	Burlington.
Hunt, Mary Sue, A.B.....	Cliffside.
Jenkins, Dorris James, A.B.....	Ahoskie.

Jenkins, Marie, B.S.....	Aulander.
Johnston, Ophelia Calhoun, A.B.....	Raleigh.
Jones, Kathlyn Corinne, B.S.....	Stem.
Lackey, Lillie Susanna, B.S.....	Fallston.
Lawrence, Buna, B.S.....	Apex.
Lee, Thelma Ruth, B.S.....	Lexington.
Livingston, Mary McNeill, B.S.....	Laurinburg.
Lowry, Annie Mae, B.S.....	Raleigh.
Lowry Carrie Belle, B.S.....	Raleigh.
McMillan, Janie Mae, B.S.....	Laurinburg
McNeil, Vivian Atwood, A.B.....	Lumberton.
Mackie, Jessie Mae, A.B.....	Granite Falls.
Maddry, Marguerite Williams, B.S.....	Seaboard
Martin, Rose, B.S.....	Hickory.
Maynard, Louise, A.B.....	Apex.
Mitchell, Zeula Clyde, A.B.....	Youngsville.
Money, Rachel Irene, A.B.....	Mayodan.
Monroe, Mary Magdalene, A.B.....	Greensboro.
Moore, Hannah Edna, B.S.....	Warsaw.
Page, Alyce Oliver, B.S.....	Marietta.
Parker, Annie Mary, B.S.....	Ahoskie.
Pope, Sadie Rae, B.S.....	Lumberton.
Privette, Juanita, A.B.....	Spring Hope.
Reece, Gertrude, B.S.....	Dobson.
Reynolds, Lulie Snow Virginia, B.S.....	Raleigh.
Ricks, Mary Belle, A.B.....	Fairmont.
Rimmer, Mary White, A.B.....	Mebane.
Roberson, Edna May, A.B.....	Nashville.
Shipman, Katherine, B.S.....	Hendersonville.
Spence, Marjorie, A.B.....	Kipling.
Stell, Elizabeth, B.S.....	Raleigh.
Stillwell, Jessie Mabel, A.B.....	Webster.
Stone, Loula Elizabeth, A.B.....	Apex.
Stewart, Mary Perry, B.S.....	Wingate.
Tally, Dora Jeannette, B.S.....	Penrose.
Taylor, Lelia, B.S.....	Gumberry
Taylor, Sarah, A.B.....	Rutherfordton.
Thompson, May Alcott, B.S.....	Raleigh.
Triplett, Lucille Willie, B.S.....	Lenoir.
Turlington, Fannie Elizabeth, A.B.....	Salemburg.
Uzzell, Annie Gray, B.S.....	Raleigh.
Walden, Martha Lena, A.B.....	Ino, Va.

Ward, Glenn, A.B.....	Edenton.
White, Mary Estelle, B.S.....	Edenton.
White, Ruby, A.B.....	Windsor.
Williams, Gladys Ione, A.B.....	Apex.
Willis, Edna Earle, B.S.....	Washington.
Wilson, Nina Zuetta, B.S.....	Delway.
Wishart, Rosa Vaughan, A.B.....	Lumberton.
Woodward, Lina, B.S.....	Mocksville.
Yates, Louise, B.S.....	Raleigh.

### Special Students

Aycock, Mary.....	Raleigh.
Kitchin, Sue Arrington.....	Raleigh.
Riddick, Lillian Ivy.....	Raleigh.
Rogers, Katherine Walder.....	Raleigh.
West, Julia.....	Raleigh.

## Summary

### SENIORS:

Registered for A.B. Degree.....	23	
Registered for B.S. Degree.....	3	
		<hr/>
Total .....		26

### JUNIORS:

Registered for A.B. Degree.....	17	
Registered for B.S. Degree.....	3	
		<hr/>
Total .....		20

### SOPHOMORES:

Registered for A.B. Degree.....	16	
Registered for B.S. Degree.....	9	
		<hr/>
Total .....		25

### FRESHMAN:

Registered for A.B. Degree.....	42	
Registered for B.S. Degree.....	49	
		<hr/>
Total .....		91
Total registered for A.B. Degree.....	98	
Total registered for B.S. Degree.....	64	
		<hr/>
Total number college classmen.....	162	
Special .....	5	

Students from other Schools taking work in the College  
are as follows:

From Art classmen.....	5	
From Music classmen.....	49	
		<hr/>
From the Academy .....	15	
		<hr/>
Total .....		236

# Register of Students

## School of Art

### Senior Class

Vernon, Carrie Sue.....Burlington.

### Junior Class

Farrior, Hester Pickett.....Raleigh.

### Freshman Class

Gorrell, Virginia .....Wake Forest.

Johnston, Margaret Frances .....Weldon.

Martin, Frank .....Hickory.

### Art Only

Brantley, Mrs. Mattie Castleberry.....Raleigh.

Eddins, Vann .....Palmerville.

#### *Diploma in Art, Meredith College.*

Johnson, Mrs. Lelia Hope.....Raleigh.

McDonald, Margaret Janet.....Raleigh.

McPherson, Mrs. Helen Primrose.....Raleigh.

Neal, Mrs. Nannie Womack.....Yanceyville.

Speight, Francis .....Windsor.

Speight, Tulie .....Windsor.

Whitley, Pauline .....Zebulon.

Williams, Frances .....Lexington.



**Summary**

Seniors .....	1	
Juniors .....	1	
Sophomores .....	0	
Freshmen .....	3	
	<hr/>	
Total .....	5	
Art only .....	10	
Students from College classmen electing Art.....	2	
Students from Music electing Art.....	1	
Students from Academy electing Art.....	4	
	<hr/>	7
Students from other Schools electing work in Art History as follows:		
From College classmen .....	18	
From School of Music .....	5	
	<hr/>	23
Students from other Schools electing Art Education as follows:		
From College classmen .....	8	
From School of Music.....	2	
	<hr/>	10
	<hr/>	
Total .....	55	

# Register of Students

## School of Music

### Senior Class

Harris, Roxy Peebles, Public School Music.....Mapleville.  
Heinzerling, Amy Anderson, Piano.....Statesville.  
Hocutt, Naomi, Piano.....Graham.  
Owen, Grace Baldwin, Piano.....Mintz.  
Page, Nellie Ruth, Piano.....Morrisville.  
Royall, Elizabeth, Piano.....WakeForest.

### Junior Class

Howard, Lettie Jean, Piano.....Salemberg.  
Nash, Minnie, Piano.....Elizabeth City  
Trippe, Ruth, Composition.....Rocky Mount.

### Sophomore Class

Blackstock, Vivian Floy, Piano.....Weaverville.  
Brantley, Elsie Josephine, Piano.....Spring Hope.  
Brown, Susan Effie, Piano.....Jamesville.  
Dickson, Lois, Voice.....Wake Forest.  
Elmore, Sarah Jane, Piano.....Henderson.  
Hunter, Elizabeth Malvina, Piano.....Raleigh.  
Johnson, Ella, Voice.....Thomasville.  
King, Vera Margaret, Piano.....Raleigh.  
Moore, Nona, Piano.....Mars Hill.  
Yates, Leonita, Public School Music.....Raleigh.

### Freshman Class

Barbour, Thelma, Piano.....Clayton.  
Cople, Julia Kate, Piano.....Monroe.  
Cox, Mamie, Piano.....Richlands.  
Daniels, Naomi, Piano.....Manteo.  
Edwards, Clota Lillian, Voice.....Mars Hill.  
Elam, Belle, Piano.....Baskerville, Va.  
Ellis, Clee Barnes, Piano.....Clayton.

Floyd, Carrie, Piano.....	Fairmont.
Floyd, Sarah, Piano.....	Fairmont.
Gardner, Mary Elmer, Piano.....	Danville, Va.
Hardy, Frances Mae, Piano.....	Snow Hill.
Hedgepeth, Carrie Mae, Piano.....	Lumberton.
Hannah, Marjorie, Piano.....	Lawrenceville, Va.
Maske, Jessie Theodosia, Piano.....	Polkton.
Maxwell, Lillian Frances, Piano.....	Calypso.
Middleton, Florence Evelyn, Piano.....	Magnolia.
Miller, Annie Lois, Piano.....	Fairmont.
Moss, Kathleen Mildred, Voice.....	Castalia.
Nicholson, Bessie Lee, Piano.....	Maxton.
Pettway, Olivia, Piano.....	Goldsboro.
Phillips, Margaret Josephine, Piano.....	Dalton.
Poole, Nannie Lou, Voice.....	Clayton.
Quinn, Mabel, Voice.....	Shelby.
Rogers, Mattie Belle, Piano.....	Hope Mills.
Sewell, Edna Earle, Voice.....	Windsor.
Shipman, Josephine, Piano.....	Raleigh.
Stamey, Della, Piano.....	Fallston.
Thomas, Eugenia Hendren, Piano.....	Clayton.
Tomlinson, Helen, Piano.....	Smithfield.
Woody, Annie Gladys, Piano.....	Durham.

#### Irregular

Brooks, Clarisse, Piano.....	Woodsdale.
Edwards, Emily, Piano.....	Scotland Neck.
Gardner, Mary Elizabeth, Piano.....	Raleigh.
Spoon, Lida, Piano.....	Burlington.

#### Students Not in Residence Taking College Music Only

Aycock, Louise Roundtree, Voice.....	Raleigh.
Bailey, Laura Warden, Voice.....	Raleigh.
<i>A.B., Winthrop Normal and Industrial College.</i>	
Ball, Gertrude, Voice .....	Raleigh.
Betts, Vivian Gray, Voice.....	Raleigh.
Bost, Mabel Augusta, Voice.....	Raleigh.
<i>Cincinnati Conservatory of Music.</i>	
Briggs, Everett, Voice .....	Raleigh.
Brown, Mary Parker, Voice.....	Raleigh.
<i>A.B., Vassar College.</i>	

Brown, Susan Elizabeth, Voice.....	Raleigh.
Buffaloe, Ethel Hicks, Voice.....	Raleigh.
Bynum, Frank, Piano.....	Raleigh.
Calvert, Elizabeth Ashton, Piano.....	Raleigh.
Clapp, Annie, Voice.....	Raleigh.
Cooper, Carrie Rebecca, Piano.....	Raleigh.
Cullom, Selma Lee, Voice.....	Sanford.
Davis, Mary Elizabeth, Voice.....	Wake Forest
Dick, Alexander C., Voice.....	Raleigh.
Edmundson, Elinor, Voice.....	Goldsboro.
Ferrell, Ethel, Voice.....	Raleigh.
Freeman, Lemuel Elmer McMillan, Voice.....	Raleigh.

*A.M., Harvard University; Th.D., Southern Baptist Theological  
Seminary.*

Futrell, Mary Elizabeth, Voice.....	Raleigh.
<i>Artist's and Teacher's Diploma, New England Conservatory of Music.</i>	

Giles, Mrs. Katherine Reed, Voice.....	Raleigh.
Guirkin, Chloe Marie, Voice.....	Raleigh.
Hale, Gaither Fred, Voice.....	Raleigh.
Hall, Mrs. Edgar Milton, Voice.....	Raleigh.
Hamm, Mrs. J. W., Voice.....	Raleigh.
Hankins, Foster Montgomery, Violin.....	Winston-Salem.
Heilig, Margaret Cotten, Piano.....	Raleigh.
Herring, Gordon Rea, Violin.....	Chengchow, China.
Hess, Harold Clyde, Violin.....	Lorain, Ohio.
Hester, James Montgomery, Voice.....	Wake Forest.
Holman, Bertha Belo, Voice.....	Raleigh.
Holloway, Margaret Frances, Piano.....	Raleigh.
Jones, Helen Marie, Voice.....	Raleigh.
Kimball, William Van Wyck, Organ.....	Raleigh.

*A.B., Trinity College.*

King, James Joshua, Voice.....	Raleigh.
<i>University of Virginia.</i>	

Lanneau, Louise Cox, Voice.....	Raleigh.
<i>A.B., Meredith College.</i>	

McFadgen, Aubrey Duncan, Voice.....	Zebulon.
Marshbanks, Flossie, Voice.....	Raleigh.

*A.B., Meredith College.*

Medlin, Mary Woodward, Voice.....	Raleigh.
Moseley, Meredith, Violin.....	Raleigh.
Newbold, Herbert Leon, Voice.....	Raleigh.

Owens, Henrietta, Voice.....Raleigh.  
 Parker, Mrs. Margaret Faucette, Voice.....Raleigh.

*Diploma in Piano and Voice, Meredith College.*

Penny, Ruby Genevieve, Voice.....Clayton.

*New England Conservatory of Music.*

Phillips, William Crawford, Voice.....Raleigh.  
 Poteat, Helen Purefoy, Voice.....Wake Forest.  
 Ray, Irma Corinne, Voice.....Wake Forest.  
 Rhodes, William Henry, Voice .....Raleigh.  
 Royster, Margaret Reese, Voice.....Raleigh.  
 Rutzler, Mrs. Ona Long, Piano.....Raleigh.

*A.B., Meredith College.*

Strickland, Ruth, Voice.....Youngsville.  
 Strickland, Lois Frances, Piano.....Raleigh.  
 Seawell, Edward Carver, Voice.....Raleigh.  
 Smethurst, Mattie Elizabeth, Piano.....Raleigh.  
 Smith, Katherine Clarke, Voice.....Raleigh.  
 Sorrell, Ethel Lettie, Piano .....Raleigh.  
 Steele, Mary Susan, Voice.....Raleigh.

*A.B., Cornell University.*

Staudt, Frederick William Taylor, Voice.....Raleigh.  
 Talmadge, Arthur Sackett, Violin.....Toledo, Ohio.  
 Thompson, Theodosia Alcott, Voice.....Raleigh.  
 Tilley, Clarence, Voice.....Raleigh.  
 Tingen, James Ishmael, Voice.....Raleigh.  
 Turner, Lillian Elizabeth, Voice.....Raleigh.  
 Watson, Annie Elizabeth, Voice.....Fayetteville.  
 Wharton, P. L., Voice.....Wake Forest.  
 Wheaton, Mrs. R. H., Voice.....Raleigh.  
 Wiggs, Mary Etta, Voice.....Raleigh.  
 Wynne, Ethel, Voice.....Raleigh.  
 Wynne, Louise, Voice.....Raleigh.

## Summary

## SENIORS:

Registered for Diploma in Piano.....	5	
Registered for Public School Music.....	1	
		<hr/>
Total .....		6

## JUNIORS:

Registered for Diploma in Piano.....	2	
Registered for Diploma in Composition.....	1	
		<hr/>
Total .....		3

## SOPHOMORES:

Registered for Diploma in Piano.....	7	
Registered for Diploma in Voice.....	2	
Registered for Diploma in Public School Music....	1	
		<hr/>
Total .....		10

## FRESHMEN:

Registered for Diploma in Piano.....	25	
Registered for Diploma in Voice.....	5	
		<hr/>
Total .....		30

## Total classmen registered in each Department of Music:

Piano .....	39	
Voice .....	7	
Public School Music .....	2	
Composition .....	1	
		<hr/>
Total .....		49

## Irregular students:

Piano .....	4	
		<hr/>
Total .....		4

## SUMMARY—Continued

## Summary of Students Not in Residence Taking College Music Only

Piano .....	9	
Organ .....	1	
Violin .....	5	
Voice .....	54	
	<hr/>	
Total .....		69
Students from other Schools taking College Music are as follows:		
From College classmen.....	17	
From Art .....	1	
From the Academy .....	6	
	<hr/>	24
		<hr/>
Final Total .....		146



## Final Summary of Students Taking College Work

Classmen in College .....	162	
Special College .....	5	
Students from other schools taking one or more courses in the College .....	69	
		— 236
Classmen in Art .....	5	
Art only .....	10	
Students from other schools taking work in Art.....	7	
Students from other schools taking work in Art History....	23	
Students from other schools electing Art Education.....	10	
		— 55
Classmen in Music .....	49	
Irregulars in Music .....	4	
College Music only .....	69	
Students from other schools taking work in College Music..	24	
		— 146
Total .....	437	
Deducting students counted in more than one school.....	133	
		—
Total .....	304	

## Summary by States

North Carolina .....	286	
Virginia .....	9	
South Carolina .....	4	
Ohio .....	2	
Maryland .....	1	
China .....	2	
		—
Total .....	304	



**MEREDITH ACADEMY**  
**AND**  
**DEPARTMENT OF PREPARATORY**  
**MUSIC**

## Meredith Academy

The Academy will be discontinued at the close of the 1916-1917 session.

In order to enter Meredith College without conditions, students must offer fourteen units and may be conditioned only to the extent of two units.

During the session of 1917-1918 sub-freshman classes, if necessary, will be organized to help meet the deficiencies of such conditioned freshmen in the last year of their high school work.

## \*Faculty of Department of Preparatory Music

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

PRINCIPAL—CHILDREN'S CLASSES.

MABEL AUGUSTA BOST,

PUPIL CINCINNATI CONSERVATORY OF MUSIC; GRADUATE OF  
BURROWS KINDERGARTEN SCHOOL.

INSTRUCTOR IN PIANO.

†SARAH LAMBERT BLALOCK,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; STUDENT  
FAELTEN PIANOFORTE SCHOOL, BOSTON; PUPIL OF  
EUGENE HEFFLEY, NEW YORK CITY.

INSTRUCTOR IN PIANO.

GERTRUDE LOUISE ATMORE,

DIPLOMA NEW YORK INSTITUTE OF MUSICAL ART.

INSTRUCTOR IN PIANO.

BESSIE EMERSON SAMS ENGLISH,

CERTIFICATE IN PIANO, MEREDITH COLLEGE; STUDENT AMERICAN  
INSTITUTE OF APPLIED MUSIC.

INSTRUCTOR IN PIANO.

BESSIE AMELIA KNAPP,

GRADUATE IN VOICE, VON KLENNER SCHOOL OF MUSIC, NEW YORK CITY;  
GRADUATE IN PUBLIC SCHOOL MUSIC, NEW YORK UNIVERSITY  
SUMMER SCHOOL.

INSTRUCTOR IN VOICE.

MAE FRANCES GRIMMER,

DIPLOMA IN PIANO, MEREDITH COLLEGE.

INSTRUCTOR IN PIANO.

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\*Faculty of 1916-1917.

†On leave of absence.

# Preparatory Music Course

## Outline of Piano Course

### First Year:

Arm and hand and wrist foundation work; good hand and finger action combined with the proper use of the wrist and arm. All major scales in one octave, separate hands; arpeggios in major and minor triads, alternating hands, ascending in first position, descending in second position.

Studies suggested: Köhler, *Op. 218* and *Op. 163*; Gurlitt, *Op. 197*; Mrs. Virgil, *Melodious Studies*, Two Books; Duvernoy, *Op. 176*, Two Books.

Pieces suggested: Dennée, *Petite Valse*; Gurlitt, *The Fairy*; *Water Sprites*; Pfeffercorn, *Cradle Song*; Ambrose, *Slumber Song*; Gurlitt, *Song without Words*, *Morning Song*; Reinecke, *Evening Peace*, *Barcarolle*, *At Sunset*, *Melody*; Rummel, *Romance*; Rogers, *Courtly Dance*; Thomé, *Remembrance*, *Cradle Song*.

### Second Year:

Further development of technical work; all major and minor scales, two octaves, one and two notes to M.M. 60; triads and dominant seventh arpeggios, alternating hands.

Studies suggested: Köhler, *Op. 242* and *Op. 157*; Burgmüller, *Op. 100*; Gurlitt, *Op. 198*.

Pieces suggested: Heller, *L'Avalanche*, *Curious Story*; Schumann, *Kinderscenen*; Gurlitt, *Wanderer's Song*; Lynes, *Rondoletto*, *Fairy Story*, *Hunting Song*; Clementi, *Sonatina in G No. 1*.

### Third Year:

Further development of technical work; all major and minor scales, one, two, and four notes to M.M. 60; triads dominant and diminished seventh arpeggios.

Exercises suggested: Wolff, *Der Kleine Pischna*.

Studies suggested: Köhler, *Op. 50*; Gaynor, *Pedal Studies*; Heller, *Op. 47*; Brauer, *Op. 15*; Gurlitt, *Op. 146*; Kung, *200 Two Part Canons*.

Sonatinas by Diabelli, Clementi, Kuhlau, Bertini, and others.

Pieces suggested: Mayer, *Butterflies*; Tschaikowsky, *Song of the Lark*; Grieg, *Patriotic Song*; von Wilm, *Drolleries*; Scharwenka, *Barcarolle*; Handrock, *Scherzino*, *Op. 64*.

#### Fourth Year:

Technical work continued; all major and minor scales (harmonic and melodic forms) in four octaves, four notes to M.M. 80, parallel and contrary motion; all arpeggios.

Exercises suggested (One book required): Wolff, *Der Kleine Pischna*; L. Plaidy, *Technical Studies*.

Studies suggested: Duvernoy, *Op. 120*; Bertini, *Op. 100*; Czerny, *Op. 636*; Jensen, *25 Piano Studies*; Biehl, *15 Selected Studies*; Heller, *Op. 45* and *Op. 46*; Gurlitt, *Op. 54*; First Year Bach (A. Foote).

Sonatas or Sonatinas (One required): Mozart, *Sonata in C Major*; Haydn, *Sonata in C Major*; Beethoven, *Sonata in G Minor, Op. 49*; Clementi, *Sonatina in D Major*.

Pieces suggested: Handel, *Courante* (A. Foote); Heller, *Il Penseroso*; Jensen, *Elfin Dance*; Schytte, *Youth and Joy*; Lack, *Cabaletta*; Emery, *Fingertwist*; Chaminade, *Gavotte*; Mayer, *Harpsounds*; Grieg, *Album-leaf in A Major* and *in E Minor*; Dennée, *Tarantelle*.

### Outline of Violin Course

Correct position of violin and bow; a theoretical and practical knowledge of the first five positions; all major and minor scales.

Books suggested: Hersey, *Modern Violin Method*; de Beriot, *Violin Method*; Laoureux, *Violin Method*.

Exercises: Wohlfahrt, *Etudes*; Samie, *Etudes Mignonnes*; Kayser, *36 Etudes*; Dancla, *One Octave Exercises*; St. George, *30 Short Etudes*; Meerts, *Elementary Studies*.

Pieces: Hauser, *Sonatinas*; short pieces by Jean Conte, B. Lagye, Bloch, and others.

The above work requires about two years.

### Outline of Class Work

First Year: The staff, clefs, notation, measure, rhythm; steps and half-steps; the formation of intervals; the formation of the major scale, and of major and minor triads; ear training and sight-singing; transposition.

Second Year: Notation; intonation; the diatonic and chromatic half-steps; tonality; the formation of the minor scales; relative keys; simple and compound time; ear training and sight-singing; transposition.



## Primary Music

In addition to the above course, Meredith offers a special course for young children beginning the study of music. The instruction is given principally in classes.

Ear training forms an important part of the work. From the very first lesson the child is taught to listen. Beginning with the recognition of single tones, octaves, intervals, triads, simple rhythms, and melodies they are led later on to listen for these things. Much musical knowledge is gained through songs and games and stories. A keyboard is used that can be dissected, and notes and musical signs that can be handled. The child is taught to reproduce on the blackboard these notes, signs, tones, rhythms, melodies that he sees and hears.

Technical training is begun at the first lesson in the form of drills, dealing with the relaxation of the body, arm and hand, and the proper development of the muscles, so necessary to good piano playing. These drills are all given in class and accompanied by music, thus making them pleasing and attractive.

The judgment and reasoning powers are developed by giving principles and having the children work out their own problems as far as possible. Scale and chord building, transposition, easy keyboard harmony are some of the means used in developing these mental faculties.

### Expenses Each Semester

For cost of literary and theoretical tuition, board, room, light, heat, piano rent, etc., see pp. 26, 27.

The cost of music tuition in the Preparatory Music Department is as follows:

Piano, primary, first and second preparatory years....	\$25.00
Piano, third and fourth preparatory years.....	30.00
Violin (if taken under an instructor).....	30.00
Voice .....	30.00

### Music Supplies

Music students are expected to deposit a sum of money at the beginning of the session, sufficient to pay for sheet music and music supplies used. A receipt will be given for each deposit, and any unused money will be refunded at the end of the session. Preparatory students should deposit \$2.50. Music supplies will be under the direction of the college, and may be gotten from the secretary at her office hours. No music will be charged to students.



# Register of Students in Meredith Academy

## Fourth Year

Arthur, Ila Borden.....	Newbern.
Austin, Myrtle .....	Raeford.
Beam, Gladys Mae.....	Woodsdale.
Brewer, Anne Eliza.....	Raleigh.
Brown, Janie .....	Jamesville.
Chapin, Elizabeth .....	Pittsboro.
Edwards, Joyce Winifred.....	Siler City.
Everett, Selma .....	Robersonville.
Faucette, Elizabeth Briggs.....	Raleigh.
Grose, Mary Ethel .....	Loray.
Harper, Lillie Comelia.....	Louisburg.
Hayden, Willie Lou.....	Cope, S. C.
Jones, Gertrude B�wling .....	Stem.
Jones, Lucy Penelope .....	Garner
Leary, Janice Bellamy.....	Morehead City.
Lewis, Gladys .....	Rutherfordton.
Laughlin, Gertrude Young.....	Southport.
Lucas, Emma Christine.....	Woodsdale.
Norwood, Elizabeth Lee.....	High Point.
Peel, Carrie Foy.....	Roxobel.
Pridgen, Mary .....	Kinston.
Sears, Mazie Roselle.....	Morrisville.
Sigmon, Nannie .....	Wake Forest.
Smith, Clara Estelle.....	Faison.
Sullivan, Elma Gray.....	Pinnacle.
Timberlake, Agnes Cotton.....	Raleigh.
Watkins, Mildred Elizabeth.....	Winston-Salem.

## Third Year

Anderson, Louise .....	Warsaw.
Butler, Louise Hurlta.....	Fayetteville.
Clarke, Marjorie Louise.....	Raleigh.
Coggin, Gertha Louise.....	New London.
Currie, Bessie Tuckerman.....	Enfield.
Farrior, Mary Frances.....	Raleigh.
Hall, Annie Florence.....	Roseboro.

Hedgepeth, Hesba .....	Barnesville.
Hooker, Margaret Georgia .....	Mortimer.
Horner, Leila .....	Hope Mills.
Joyner, Margaret Williams .....	Garysburg.
Little, Alice .....	Wadesboro.
Middleton, Mary Rachel .....	Raleigh.
Mull, Annie Mae .....	Shelby.
Rogers, Annie .....	Raleigh.
Saverance, Margaret .....	Timmons ville.
Shelton, Stella .....	Marshall.
Sprinkle, Willie Mae .....	Marshall.
Vernon, Esther Corinne .....	Burlington.
Westcott, Holland .....	Manteo.
Wilson, Diana .....	Newton.

### Second Year

Baker, Agnes Laura .....	Harrelsville.
Bloxham, Mary Louise .....	Southern Pines.
Canady, Ada .....	Hope Mills.
Edwards, Lelia Mae .....	Mars Hill.
Gammon, Ruth Esther .....	Whitakers.
Hall, Ada Mae .....	Roseboro.
Hart, Cora Bright .....	Wadesboro.
Richardson, Mabel Eureka .....	Wendell.
Pickelsimer, Mae Selestine .....	Brevard.

### Summary

Fourth year .....	27
Third year .....	21
Second year .....	9
	— 57
Students from other Schools taking work in the Academy are as follows:	
From College classmen .....	47
From Art classmen .....	2
From Music classmen .....	19
	— 68
Total .....	125

# Students Not in Residence Taking Preparatory Music Only

## Fourth Year

Denton, Elizabeth Vivian, Piano.....	Raleigh.
Dewar, Susan, Piano.....	Raleigh.
Gowan, Olivia, Piano.....	Raleigh.
Holloway, Eliza Josephine, Piano.....	Raleigh.
Jenkins, Mildred McKee, Piano.....	Raleigh.
Lyon, Marcellite, Piano.....	Raleigh.
Malone, Myra Grace, Piano.....	Monticello, Ga.
Nowell, Marie Arrington, Piano.....	Raleigh.
Privott, Wood, Violin.....	Wake Forest.
Sams, Willie Mae, Piano.....	Raleigh.
Wilson, Mary Bertrand, Piano.....	Raleigh.

## Third Year

Garvin, Marion, Piano.....	Raleigh.
Humber, John Davis, Violin.....	Wake Forest.
Hunter, Margaret Eugenia, Piano.....	Raleigh.
Hunt, Ethel Crofton, Piano.....	Raleigh.
Johnston, Nellie May .....	Raleigh.
Morgan, Maude Lee .....	McCullers.
Stephenson, Charles Edmund, Violin.....	Raleigh.

## Second Year

Bangert, Bessie Dorn, Piano.....	Raleigh.
Birdsong, Margaret Bradley, Piano.....	Raleigh.
O'Donnell, Margaret Mary, Piano.....	Raleigh.
O'Kelley, Mary Cutliff, Piano.....	Raleigh.
Phelps, Irene Elizabeth, Piano.....	Raleigh.
Royster, Hubert Ashley, Jr., Piano.....	Raleigh.
Royster, Virginia Page, Piano.....	Raleigh.
Tant, Claudia Mitchell, Piano.....	Raleigh.

## First Year

Byrum, Gladys Loraine, Piano.....	Raleigh.
Fisher, Zilpha Cornelius, Piano.....	Raleigh.
Hart, Bessie, Piano.....	Raleigh.

Jolly, Susan Estelle, Piano.....	Raleigh.
Keyes, Agnes Margaret, Piano.....	Raleigh.
Moore, Virginia, Piano.....	Raleigh.
Norris, Landrum Ivey, Piano.....	Raleigh.
O'Donnell, Katherine Marie, Piano.....	Raleigh.
Parham, Bessie, Piano.....	Raleigh.
Richardson, Evelyn Barbee, Piano.....	Raleigh.
Rudacil, Belva, Piano.....	Raleigh.
Wiggs, Octavia Norwood, Piano.....	Raleigh.
Young, Julia, Piano.....	Raleigh.

#### Advanced Primary

Albright, Phyllis, Piano.....	Raleigh.
Andrews, Augusta Ware Webb Ford, Piano.....	Raleigh.
Bernard, Nell Gwynne, Piano.....	Raleigh.
Boushall, Francis McGee, Piano.....	Raleigh.
Branch, Howard Walter, Piano.....	Raleigh.
Bretsch, Katherine Madeline, Piano.....	Raleigh.
Browne, Annie Hoover, Piano.....	Raleigh.
Cole, John Farmer, Piano.....	Raleigh.
Curriu, Rose Nell, Piano.....	Raleigh.
Grimes, Jane McBee, Piano.....	Raleigh.
MacCarty, Jean Galbraith, Piano.....	Raleigh.
Mann, Fanny Rogers, Piano.....	Raleigh.
Raney, Richard Beverly, Piano.....	Raleigh.
Sanderford, Helen Laurinda, Piano.....	Raleigh.
Sears, Swannanoa, Piano.....	Raleigh.
Yarbrough, Mary Elizabeth, Piano.....	Raleigh.
York, Margaret Louise, Piano.....	Raleigh.

#### First Primary

Allen, Elizabeth, Piano.....	Raleigh.
Andrews, Martha Bailey Hawkins, Piano.....	Raleigh.
Ball, Alice, Piano.....	Raleigh.
Belvin, Lilly Armstrong, Piano.....	Raleigh.
Brockwell, Mildred Eloise, Piano.....	Raleigh.
Brogden, Alice Ball, Piano.....	Raleigh.
Dunn, Mary Virginia, Piano.....	Raleigh.
Faison, Margaret Elizabeth, Piano.....	Raleigh.
Ford, Mae Cullen, Piano.....	Raleigh.
Gattis, Emma Mabel, Piano.....	Raleigh.
Glass, Gertrude, Piano.....	Raleigh.



Hines, Margaret Eliza, Piano.....	Raleigh.
Hughes, Mary Howard, Piano.....	Raleigh.
Kichline, Mildred Bachman, Piano.....	Raleigh.
Landis, Hamlin, Piano.....	Raleigh.
Manning, Annie Louise, Piano.....	Raleigh.
Marshall, Marian, Piano.....	Raleigh.
Morgan, Elsie Rachel, Piano.....	Raleigh.
Morgan, Gladys, Piano .....	Raleigh.
Moser, Kathleen Albright, Piano.....	Raleigh.
Nelson, Mary Walmsley, Piano.....	Raleigh.
Peebles, Mary Ann, Piano.....	Raleigh.
Penny, Virginia, Piano .....	Raleigh.
Sears, Maggie Johnson, Piano.....	Raleigh.
Smith, Charles Lee, Piano.....	Raleigh.
Smith, Miriam Bateman, Piano.....	Raleigh.
Vaughan, Mary Lea, Piano.....	Raleigh.
Ward, Elizabeth, Piano.....	Raleigh.
Williams, Frances Moring, Piano.....	Raleigh.
Williams, Susanne Burgess, Piano.....	Raleigh.
Wray, Mary Margaret, Violin.....	Raleigh.
Young, Louise, Piano.....	Raleigh.

**Summary****Preparatory Music Only:**

Fourth year .....	11
Third year .....	7
Second year .....	8
First year .....	13

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Total .....	39
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**Primary:**

Advanced primary .....	17
First primary .....	32

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Total .....	49
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Total .....	88
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**Number of students from other Schools taking work in Preparatory Music:**

From College classmen .....	16
From the Academy .....	30

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Total .....	134
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**Summary of Students not in Residence Taking Preparatory Music Only:**

Piano .....	84
Violin .....	4

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Total .....	88
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### Final Summary of Students Taking Academy Work or Preparatory Music

Academy .....	57
Students from other Schools taking work in the Academy.....	68
Preparatory Music Only .....	88
Students from other Schools taking work in Preparatory Music.	46
<hr/>	
Total .....	259
Deducting names counted more than once.....	114
<hr/>	
Total .....	145

### Summary by States

North Carolina .....	143
South Carolina .....	1
Georgia .....	1
<hr/>	
Total .....	145













Series 10

May, 1917

Number 4

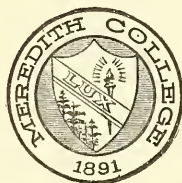
# Meredith College

## Quarterly Bulletin

1916-1917

### SOME CONSTRUCTIVE ASPECTS OF THE WAR

CHARLES McLEAN ANDREWS, Yale University



Published by Meredith College in November, January, March, and May

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## SOME CONSTRUCTIVE ASPECTS OF THE WAR\*

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CHARLES McLEAN ANDREWS,

*Professor of History, Yale University.*

Those in the world today, whose memory carries them back for forty years have passed through a remarkable epoch in the lives of men. The period from 1871 to 1914, contributing more than the time normally allotted to a generation, saw greater changes come over the organization and attitude of the human family than any other corresponding series of years in the world's history. It had been the longest known era of peace among the leading nations of the west, and during that time arose the great industrial and commercial states that are so familiar to us, in which the interests of manufacturing and trade took the place of interests purely agricultural. Nearly every country in the world, during these or preceding years, had based its government upon some sort of a written constitution, and with the exception of Russia, Germany, and the Ottoman Empire, had eliminated autocratic and class government, and based its system of rule upon democracy or what was a close approximation thereto. Great Britain and Italy, though retaining the forms of a monarchy, had become in most particulars as democratic as ourselves and probably in some respects even more so. During these years provincial interests gave way to world interests, world policy and diplomacy thrust into the background the narrower purposes of the older statesmen, and fields of activities were disclosed that were unknown to the previous generation. Africa was divided among the powers in fourteen years, South American States advanced to positions of greater stability and solvency, the derelict lands of the Ottoman Empire were opened to the fructifying hand of the western agriculturist. Siberia became the seat of a new movement in colonization, Japan entered the group of the great powers, and

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\*Commencement address delivered at Meredith College, May 22, 1917. Introductory paragraphs omitted.

China bestirred herself to play in time a conspicuous part in the international drama.

With this growing expansion went tremendous victories of man over the obstacles of space and time. Both ceased to be serious drawbacks in the conduct of affairs either in business or diplomacy. So rapid indeed was the progress of mechanical inventions that the conditions of a past decade seemed almost as antiquated as those of a past century. The effect of such progress along every line of human endeavor was almost startling. The mind became used to magnitudes and sensations. Man thought in millions where formerly he had thought in thousands, he saw almost no limit to human capacity, where formerly there had been fixed metes and bounds to human control over the forces of nature; he learned of new operations in medicine and surgery with the same unconcern as he greeted wireless telegraphy, color photography, the flying machine, and the discovery of the North Pole. He followed the lead of the microscope to the haunt of the latest bacillus and of the telescope to that of the remotest fixed star. He endeavored to understand the latest returns from the fields of chemistry, physics, and biology, and though he knew little, in truth, of the technique of these things, he could comprehend their bearing and importance and their relations to the problems of human life and its environment. His mind became receptive and credulous rather than resistant and unbelieving; it was astonished at nothing, no matter how startling, and felt, often unconsciously, that nothing was fixed, nothing stable, nothing secure against change and alteration.

The effect of such kaleidoscopic variety in the progress of the human race and of the manifold opportunities thrown open to human ingenuity and inventiveness, was to create a restlessness such as had never before prevailed on so gigantic a scale among men. It created problems in science, in business, and in social relations that demanded exceptional skill on the part of those who endeavored to solve them. Customary standards seemed to be destroyed by the very rapidity of the changes which undermined older ideals and prevented the establishment of new conventions. Man was obliged to adjust his relations to the present



and to prepare for the possibilities of the future. Much that formerly seemed to be true was thrown into the melting pot and little was given in return that promised to be permanent either in philosophy or practical life. In truth rigid convictions did not exist, we were not satisfied with the way we were governed, with the older political ideals, or with the older principles of conduct.

To many a thoughtful writer and speaker of the day, conditions in the western world seemed to be growing worse rather than better. The great issues of life and the great ideals of the spirit seemed almost lost to sight amid the multitudinous distractions and minor interests that disturbed men's souls, gained their attention, wasted their lives, and provoked heated controversy, quarrelling, and resentment. There seemed to be an enormous amount of energy expended on matters that were of little consequence in themselves and of no great permanent worth in the life of the nation, and the simpler virtues of sobriety, temperance, moral integrity, and self-control seemed forgotten or atrophied in the search for luxury and pleasure and the zest for wealth. There was an unmistakable fear lest the civilization of the west was declining in spirit, and under the supreme test would fail to react to those impulses that make the soul of a nation. Though many believed, and with ample reason, that the existing social unrest was a salutary symptom of the birth of a new moral and industrial order throughout the world, others saw in the continued influence of politics in local and national life a menace to efficiency and good government, and in the absorption of business and the nervous appetite for excitement and indulgence a disregard of the spiritual needs of the individual and the nation. The question seemed to be how to preserve the instincts of moral heroism in the midst of increasing wealth and luxury and the pull of the political machine, and how to train a tried and hardy manhood in the face of the ease and softness which increasing mastery over the forces of nature was rendering everywhere possible. No one questioned the advancement of knowledge or of skill in the industrial arts, but many wondered whether in character and moral fibre the world was holding its own against the vigor of olden days, when

men had convictions and saw the right and sacrificed much that the world holds dear, their peace, their property, their hopes of success, even their lives for that which they believed to be true.

It was at this time, therefore, when pessimist and optimist were viewing the world from their different points of view, when universal peace seemed already a hope approaching fulfillment, when the increasing cosmopolitanism in trade and finance seemed to render impossible anything approaching a general European war, and when a higher conception of the dignity of man seemed to make more criminal than ever before the slaughter of innocent human beings, that there fell athwart the course of peaceful progress the frightful shadow of a great international conflict, a cataclysmic and all but universal tragedy of war. The visions of a world made better by the power of reason and the play of the finer and more altruistic emotions gave place to a terrible convulsion, in which physical force became the arbiter of human destiny. The material gains of forty years seemed suddenly to be swallowed up in a catastrophe of overwhelming magnitude; and the products of human inventiveness and ingenuity were no longer applied to the peaceful task of constructive improvement, but were concentrated on the baleful work of destruction.

Before the eyes of the world the stage was set for the most stupendous drama that had ever been enacted since the world began, a drama of terrible import, presented under conditions unlike anything before known and performed before the largest audience that has ever viewed a world spectacle. We who deal with human history and strive with difficulty to visualize the events of older days realize that we are face to face with events of vaster scope than have ever happened in the past and are comprehending them with an intimacy and a fullness undreamed of by older generations. The rise of Napoleon and the campaigns that resulted from his inordinate ambitions, the widespread revolutionary movement of 1848 and 1849, our own great war, and the European conflicts that accompanied the mighty efforts for Italian and German unity were relatively minor happenings as compared with the titanic struggle which began in August 1914, and has involved twenty nations in mortal



combat. We have felt the impact of battle resounding in a dozen places at once, until our minds are almost deadened to further impressions of horror and disaster, we have known of suffering and torture that almost pass the bounds of human belief, and we have learned of forces at work on land, in the air, and under the sea, calling to their aid instruments of death and desolation, undreamed of in former wars, that demand even in our own satiated age flights of imagination that almost transcend credibility. And we have known of all this, not remotely, as of distant thunder faintly heard, but as spectators near at hand, hearing as it were with our own ears and seeing as it were with our own eyes, by means of those inventions which have annihilated space and time. When we think that our ancestors knew of European events weeks and even months after they had happened, and that our fathers during our own great war had no certainty of knowledge often for many days after the event occurred, we can realize what it means to read in the morning of events taking place the night before and to see with accuracy the photographed scenes themselves, not merely as single flashes of motionless humanity, but as pictures of living, moving men performing their work in every part of the vast terrain, even in the very trenches themselves, where official photographers, at the peril of their own lives, are obtaining permanent records of how modern man conducts himself in the prosecution of war. Never have the evils and horrors of war been demonstrated before such a throng of witnesses as is being done at the present time. What such a demonstration means to those now living and will mean to those yet unborn, who will view for themselves in the future the terrible drama, it is difficult to estimate, but the results cannot be to decrease the abhorrence of the miseries, the sufferings, and the wastefulness of that last resource of nations, the appeal to arms. For despite the opportunity that war affords for the display at home and in the field of such virtues as courage, self-sacrifice, and devotion to country, the fact remains that war is destruction, the destruction of life, the destruction of property, the diversion of workers from useful labor, the interruption of trade, the shock given to international confidence, and the creation of enmity and hatred

among combatants that renders difficult the resumption of friendly relations even after war is over. War is appalling, and to a peace-loving nation like our own is the last recourse, to be adopted only when all other means have failed and when, as President Wilson said, the maintenance of right is more precious to us than the maintenance of peace.

But war, baneful as it is, is not a force making only for destruction. As there may be race deterioration in times of peace, so may there be race progress in times of war, and it is to this phase of our subject, the constructive aspects of war, that I would address myself today. Despite its barbarity and its wickedness, war somehow strengthens the finer instincts of men, and its dangers sharpen the faculties, clarify the intelligence, and awaken the imagination and the will. In the case of the present war, the shock has penetrated deeply the ideas, habits of mind, interests, convictions, and daily practices of those who are participants in it, and has had a powerful effect in regenerating national character. Sobriety has become a characteristic of popular life and thought; old and familiar truths, often neglected amid the sophistries and speculations of peace, reassert themselves and become once more the guides of religion, philosophy, and conduct; intellectual and spiritual curiosity receives a new quickening, and minor issues all tend to be subordinated to the one great issue—the common good and the common need. Elaborate theories and finespun arguments seem to lose their importance and to give way to the great elemental truths of human faith and human intercourse, and simple notions of right and wrong and primitive sentiments of the human heart find once more a place of worth and mastery. A long period of peace tends toward complex views of human life, and an exaggerated prominence is often given to the lesser needs of the individual and society. The searching flame of war burns away the lesser excitements and extravagances and shrivels up the subtleties of the higher criticism, the elaborate metaphysics, and the ethical distinctions which worry many an individual in times of peace. The world is thrown back on the simpler ideas that are born of faith, conscience, and common sense, and begins to realize that under the supreme test of life and death and the preserva-

tion of homes and liberty, the great fundamental principles of our being are those that count and have strength to stand the trial of grim reality.

Except for the difference in scale and in the number of men involved, the situation is the same as that which might at any time confront individual, household, community, or State. The frontier family or garrison surrounded by a skulking horde of savages, the group gathered on the deck of a sinking steamer, the community threatened with destruction by fire, earthquake, or volcanic eruption, represent the same psychological processes that are manifest in a people fighting for their integrity or their existence. Such a people are face to face with the abnormal conditions of war, and the traits and characteristics displayed under such conditions of storm and stress are in some ways more truly representative of a nation's spirit and mettle, than are those which appear under the relaxed conditions of peace, security, and bodily ease. As the greatness of the individual often exhibits itself only under circumstances of high tension, when the emergency calls for quickness of action and nobility of conduct, so the finer qualities of a people are brought out under the ordeal of calamity. The world has little use for a slacker, a shirker, or a coward. It wishes calamity for no one, but it takes great pride in the man who, facing hardship and disaster, braces himself to meet the shock, confronts every emergency with calmness and confidence, finds in the fight he is making a certain exaltation and happiness, pursues his course to the end, without complaint and without dismay, and proves himself heroic in his struggle, even though his effort be in vain. The world does not wish war, but it is often enriched by the virtues in man which war discloses. The battlefields of Europe and the countries of Europe during war-time form a wonderful laboratory for the study of human psychology.

But in the countries of the world today, we are seeing more than the psychology of war, more than that moral and physical heroism which marks the spiritual rebirth of a nation, more than the incidents of combat and the organization and strategy of campaigns, we are seeing the effects of a mighty human convulsion upon the course of each nation's history. The war will

stand as a great landmark in the development of every people taking part in it, influencing local issues, retarding some, accelerating others and forcing still more to an immediate and complete fulfilment. We are seeing history in the making, with a rapidity that is startling in its suddenness and inspiring in the richness of its results. We may not—indeed we can not—measure with any certainty the full significance of these constructive aspects of the war, for that can be done only after the war is over and the final reckoning has been made, but we do know that institutions and governments, political relations and territorial boundaries, traditional opinions and conventional attitudes are all undergoing certain modifications, and that constitutional practices and social relations are feeling the effects of the new conditions. No community, state, or nation can pass through the alembic of war, without undergoing profound changes in its composition and in the relations of its constituent parts. Issues that have been subjects of controversy for a generation and more are decided, as it were, over night, and problems that seemed destined to remain unsolved for an indefinite period are settled, not as the result of argument or by the vote of majorities, but as the result of imperative necessity, that necessity which sweeps away parties and factions and demands that all concentrate their efforts on the one great task of conserving every ounce of strength which a nation possesses.

What are then some of the constructive aspects of the war that are likely to remain as permanent parts of our modern civilization or to reach riper fulfilment when the return of peace shall concentrate once more the attention of the nations of the world upon their own upbuilding?

For us most important of all is the change which the war is effecting in our foreign relations and our traditional diplomatic attitude. It has been a cardinal principle of our diplomacy for a century and a quarter to keep aloof from entangling alliances and to avoid embroilment in European affairs. In one sense and legally we have not broken our rule, for we have entered into no formal act of alliance, but in fact and in intention we have discarded the old doctrine and have ranged ourselves side by side with the Entente allies as a participant in the great war.

It could not be, and it should not be otherwise. For twenty years we have been confronted with the inevitable breaking of our isolation. With the official declaration in 1890 that our western frontier no longer existed and with the acquisition of outlying vantage posts in the Atlantic and the Pacific that accompanied the national expansion of our material interests, and with the completion of the Panama Canal, we have in fact become a world nation. As we have grown, the conditions of our physical isolation have changed, the three thousand miles of the Atlantic have ceased to be an obstacle separating us from the European continent. At the same time the constant enlargement of European activities, as a greater Europe has come into existence and local and national policies have been transformed into universal and world policies has brought us into direct and immediate contact with the old world as well as the new. We annexed Hawaii and the Philippines, we shared in the work of the Conferences held at The Hague, we played a very important part in the suppression of the Boxer uprising in China and in the peace settlement that followed, we offered one of our own cities as the meeting place of those who came to settle the terms of peace between Russia and Japan, we shared in the debate at *Ægeciras* upon the question of Morocco, and we have now become a partner in a war, the objects of which are not merely European but world-wide, and we shall have our representatives at the congress of the nations which will be held when the war is over. We have not gone out of our way to share in a European conflict, but have accepted the burden which a European conflict has forced us to bear, because as that conflict widened in scope and intensity, it infringed upon our neutral rights, flouted our prerogatives as an independent and friendly people, and endangered our security as a nation. The fact that the United States will become one of the signatories of a treaty of peace, the terms of which will surpass anything accomplished at Vienna, Paris, or Berlin, is a fact of the greatest moment in our history and in the history of the world. The entrance of the United States into a world concert of the powers, will be one of the great constructive events of the war.

While the United States is thus advancing to a position of in-



ternational leadership, Great Britain is progressing at an accelerated pace toward a new national strength and a new federal organization. What is commonly called the British Empire is in reality, not an empire at all, in the sense of a state with one central controlling government, exercising authority over its outlying parts. It is a collection of governments, the most important of which, outside the British Isles, are free self-governing commonwealths, possessing in all essential particulars full control over their own destinies. Newfoundland, New Zealand, the Dominion of Canada, the Commonwealth of Australia, the Union of South Africa, each represents a distinct type of nation, living its own life and solving its own problems in its own way. Before the war, one might have believed that the more these colonies became distinct in interests and policy, the more they would be inclined to break their connections with the mother country, and there is no doubt but that Germany believed some or all of these colonies would either separate from Great Britain or would declare themselves neutral in the war that was to come. Never were expectations less true to fact. When put to the test of loyalty, every colony and dependency of Great Britain, without a single exception, showed itself British in heart and purpose. From every colony came men or money. Canadian, Newfoundlander, Australian, and New Zealander, as well as native troops from India have been in the very forefront of the battles on European soil, fighting not for England but with her, because as it happens England's ideas and theirs were the same. Even in South Africa, where only a decade and a half ago England warred with the Boers to preserve the higher unity of the whole against disruption by a part, the very men who opposed her so bitterly, are now with the exception of a few irreconcilables, proving their loyalty to their conqueror by fighting bravely and successfully against the common enemy. Never has there been in the history of the world an exhibit like this, a unity of action based not on race but on liberty, on common aspirations and purposes, in which British peoples are pledging "their all to each other with stern resolve to stand or fall together." War has tightened the bonds of a far-flung empire, scattered in every part of the habitable globe and including

a fourth of the population and a fourth of the area of the earth. "Never again can there be any question as to where the colonies stand in their relation to the empire nor any doubt as to the existence of an imperial unity, which is in all essential respects national. Never before has it been shown, nor is it likely that it can ever be shown again in so dramatic a way, that in the modern world geographical distance has disappeared and that a nation may exist planted on all continents and divided by all seas."<sup>1</sup>

The war has shown, therefore, that the British peoples are "profoundly united in a union much stronger and deeper than any mechanism can produce," and the results of this discovery cannot long remain uncertain. Out of the manifold parts of the British empire will be created a new type of political organization. The movement which has been under way for many years looking to the creation of an Imperial Federation will now become a reality. It is already well understood that in some way and under some form, not yet determined on, though frequently discussed, the colonies and even India must have some share in the government of the empire, and that matters which concern the interests of the whole must be under the control of a central government in which the whole is represented. Contrary-wise it is equally clear that if the self-governing dominions share the privileges of the empire, they must also share its burdens, that the new arrangement may be in all ways reciprocal. We need not consider here the various plans on foot for the welding of these states, separated from each other by the whole world's diameter, into a federal system, in which England, Scotland and Wales are to be but one of many self-governing parts. The fact that there is even now sitting in London an Imperial War Council, on which are representatives of the Dominions and India and the further fact that any reorganization must be based upon full recognition of the dominions as autonomous nations of an Imperial commonwealth and India as an important part thereof, are among the great constructive events of the war. How long such an experiment would have been deferred had the

<sup>1</sup>G. B. Adams, "British Imperial Federation," in *The Yale Review*.



war not taken place, it is impossible to say, but today the higher federation of the empire is a living issue, and when consummated will represent a new application of the federal principle, arousing in many optimistic minds the hope of a federation of the world.

Far more startling in its apparent suddenness and highly dramatic as all revolutionary events are dramatic, was the uprising in Russia, whereby the autocratic regime was broken and the rule of the Romanoffs brought to an end. Accustomed though the historian is to rapid changes in the past and readily as his mind adapts itself to alterations in the map and governments of Europe, it is difficult even for him to adjust himself to the new conditions which now prevail in Russia, and to realize that the most characteristic features of Muscovite life are gone, never to return. Though revolution had been preparing for a dozen years, and though the October constitution of 1905 and the abolition of the secret police marked a modification of the old system of harsh and despotic rule, yet the transformation of Russia into a modern, liberal, democratic state seems more like a dream than a reality. The land of the knout and the prison, of inhuman punishments for political offenses, of nihilists, anarchists, bombs, and political murders, the land from which offenders have gone in exile to England and Switzerland, or in chains to the prison camps of Siberia, has now to all appearances become politically free and prospectively democratic. One cannot easily think of Siberia as no longer the synonym for a living death, or picture the returning exiles breaking their prison bonds and speeding westward to freedom in the new Russia by order of those in authority in Petrograd. Henceforth, we are to look on Siberia, not as a place of mines and convict settlements, but as a new world of free colonists, transforming by willing labor this great and neglected land into one of the most productive on the earth.

But the transformation is not of Russia only, it is also that of Finland, Poland, and the Jewish peoples. The Jews are free at last in a country where anti-Semitism has resulted not only in social and civic ostracism, but also in Jew-baiting, widespread massacre, and the passage of abominable laws which have driven thousands across the western frontier to seek an asylum in other

lands. The emancipation of the Jews in Russia stands with the emancipation of the exiles in Siberia as a marvelous accomplishment in the sphere of human liberty and human justice. For Poland the future is uncertain, but the promise is high. The Russian provisional government has offered to re-establish Poland as an independent state, and in behalf of the Russian nation has promised freedom to all parts of the ancient Polish Republic. This promise responds to the demands, and fulfills the hopes of a people who are now divided between Russia, Austria, and Germany, but who have never lost their traditions or their sense of integrity, and though existing only as a race element in central Europe, subjected though not subdued, are keenly alive to the promise of a better future. That a new Poland will arise on the ruins of the old seems probable, should the war end in a victory for the Entente allies, and a free Poland is certain to prove loyal to whomsoever is its liberator. Whether after a century of subjection, the Polish people, never successful as political administrators, can rise to the high level of a self-governing state is one of the problems that time alone can solve.

As to the future of Finland, the solution is more certain. There during the last quarter of a century Russian autocracy has found its most unwilling victim, for there the constitution of Alexander I, solemnly confirmed by his successors, has been abrogated and Finnish autonomy largely destroyed. Of all the Panslavic movements, the Russification of Finland has been the most dishonorable and the most unnecessary, but the Finnish people, undismayed, have waited the appointed time, confident that Russian despotism could not last forever. And now the revolution has solved the Finnish problem, and the Russian provisional government has restored to the Finns their constitution, has given back in full the liberties that were confirmed to them when they entered the empire, and has wiped out all the restrictive edicts made by Alexander III and Nicholas II. In the name of the Russian people, the Russian minister of justice declared that Russia would do everything in its power to perpetuate Finnish freedom and that between the two peoples there would be henceforth a complete agreement based on reciprocal confidence and mutual regard. I have longed for a word from

my many Finnish friends with whom I talked over these questions five years ago in Helsingfors and Tammerfors, that I might rejoice with them over the end of Russian tyranny. What the ultimate solution will be, whether autonomy under the ægis of Russia or separation as an independent people, no one can foretell; the issues of a great revolution are beyond the scope of prophecy, but self-government for Finland is assured. Though for Russia, the end is not yet, and though the outlook is dark as is always the outlook of revolutions, we can still hope that under the pressure of an outside danger, moderate and radical will pull together in behalf of the newly won liberties.

The ramifications of the Eastern and the far Eastern questions, as the result of the war, are manifold. What is to be the future of the Ottoman Empire, and what is the significance of recent movements in China and the far East? Should the Entente allies win, the future of Turkey is certain to be decided and an undesirable and hopelessly unassimilable element in European life will be removed forever as far as the European continent is concerned. Those who are familiar with the gradual decrease of Ottoman territory during the last two centuries, who have seen the revolt of Arabia since the war began, and who are watching today the conquest of the Mesopotamian Valley believe that eventually the Turk will be driven from Europe and the middle East, and will be confined to an area of Asia Minor, until he disappears as an independent power from the face of the earth. Would that it might be so! With the Turk out of Europe, the near Eastern question will have ceased to exist. As that perplexing enigma has been for years a part of the stock in trade of the diplomat and the historian, its disappearance will change vitally the aspect of the near East, and alter materially one of the most significant phases of historical discussion. With the Mesopotamian Valley rescued from Turkish hands, an area of great fertility will blossom under proper control, just as Egypt has done under British management, and with Palestine and Syria under the ægis of Great Britain and France, it is not impossible that Zionism will take on a new lease of life; a Jewish Palestine may become a reality; and a Jewish state in the old Jewish homeland may become the spiritual and cultural

centre of the Jews throughout the world. It is true that many Jews do not believe it either necessary or possible to establish a separate Jewish national state, but there are those who desire a homeland and a nationality of their own, and are hoping that their dream will some day be fulfilled. To those the possible defeat of Turkey contains a great and a noble promise.

For the far East, the war has already brought into high relief a new and unexpected development. When less than two months ago China broke off relations with Germany, an event took place of far reaching importance that begins a new chapter in the history of that oldest of the nations of the world. No longer afraid that Russia will enter into combination for her dismemberment, and daring to act in a paramount matter of foreign policy without consultation with Japan, China has taken a step which is likely to bring her into the ranks of the great powers, and in case of allied victory to obtain for herself a place at the peace congress that will be held when the war is over. There, as a republic, which has been influenced by the same motives that have actuated ourselves, she will be entitled to have her grievances considered as an independent and autonomous state. This means that she will demand freedom from Japanese control and will depend on British and American public opinion to strengthen her in her determination to resist the autocratic policy which Japan has been pursuing toward her during the last few years. The question is too large for consideration here, but with China an ally and not a dependent state, subject to spoliation and partition, the issue may mean the final abolition of the last marks of her subordination and humiliation. Should China coöperate effectively with the allies during the war, she may win a recognition that will give her independence and stability to an extent hitherto unknown. Thus the bold initiative which has brought China into line with the other powers may have results as important for the world as the revolution in Russia and may prove in the end one of the great constructive events of the war.

These are a few of the great changes in the organization and status of some of the states of the world that have already been effected or may be effected as the result of the universal war.

To the careful observer there are scores of others, some conspicuous and attracting attention, others more subtle and operating more obscurely that have felt or will feel the pressure and thrust of a new force. There is the granting of parliamentary suffrage to the women of England as the result of their war services and sacrifices, and the probable recasting of the whole industrial fabric as the result of woman's noteworthy demonstration of her efficiency and skill. There are the enormous advances that have been made in the mechanical arts and the application of science to the demands of the war. There is the effect which the experiences and sensations of war will have upon literature and the drama, and the beneficial influence which sober reality must exert upon the bizarre aspects of painting and poetry. And there is the enormous progress which has already been made in the knowledge of disease and its remedies, and in the skill of the physician and the surgeon. Of these subjects I can say nothing here. They will all receive their meed of consideration when the war is over and the reckoning of its results has been begun.

As the great conflict has passed step by step from a European into a world war and as one nation after another has become a participant in it, one feature has manifested itself with increasing distinctness, until it has become in the minds of many the leading issue and the main end for which the war is being fought. This issue is democracy versus autocracy, and it has been given unmistakable prominence, owing to the fact that with the fall of the Romanoffs in Russia and the entrance of China as an allied sympathizer, all of the powers ranged against Germany are either in name or in fact democratic nations. There is no doubt but that democracy has gained from the war to such an extent as to become one of the great issues involved, but to speak as if the main object of the war were nothing more than to substitute democracy for autocracy or to overthrow the forms of government established in Germany and Austria-Hungary is to make a fundamental and far-reaching mistake. No one can deny the right of any country to set up whatever form of government it wishes, provided that government does not imperil the security of its neighbors or endanger the peace of the world. No outside power has any right or reason to intrude upon the



domestic concerns of any nation in the world today, and if the German people are content with the system they have, it is not for us or for anyone to say that they are wrong. One might as justly deny to Japan her right to have an hereditary and invulnerable Imperial throne, a war-lord as a prime minister, and a body of influential Japanese junkers with jingoistic and imperial pretensions, as to object to the particular form of government, which today is approved by those diverse peoples who, united under the Prussian monarchy, constitute the German Empire. Nor is the issue the overthrow of Hapsburg or Hohenzollern, who, as long as their retention on their thrones does not menace the peace of other nations and meets with the support of the people whom they govern, have as much right to exist as have the kings of England and Italy and the Emperor of Japan. It must be said that what is sometimes called the "king's business" is not much in favor at the present time, and that there is abroad a conviction that things dynastic, unless shorn of their specially dynastic characteristics, are somewhat out of date. There is also a growing feeling that military and reactionary forces in government are losing their grip as desirable features of modern political life and a belief that the strengthening of the popular and liberal elements and the extension of the democratic idea will make for a more certain peace and justice in the world. To this extent the war may be said to be a war for the preservation and extension of democracy.

It is further said in elaboration of this idea, and the inclusion of the statement in the president's address to Congress has given it further currency that there exists a difference between the German government and the German people, and that we are fighting in one sense the cause of that people against their rulers. I cannot see any truth in this contention. In its foreign relations and military policy the German government is autocratic because the Emperor is exclusively and entirely responsible for all that concerns these affairs, but in its social and domestic concerns it is not autocratic, because the people have universal suffrage and representation in the Reichstag, and consequently share in the responsibility for all that is done in that law-making body. All appropriations for military and naval purposes must

have the sanction of the representatives of the people, who thus support the autocracy of the monarchy in its world policy. Hence Germany is an example of autocracy nationalized. We must not forget that the German people have been organized and regimented, drilled and disciplined, into a marvellous, smooth-running machine, methodical as the system of an ant-hill or a bee-hive, and are as little likely to break from their obedience or to start a revolution, as would the parts of a machine refuse to respond to the power of the engines that drive it. Politically, they are a docile people, neither revolutionary nor warlike, and they stand today a unit behind their emperor, because they have absolute belief in the state, in a military organization as the most perfect type of a political system, and in the right of those in authority to commandeer every man, woman, and child for whatever purpose they may desire to accomplish. There is no line of separation between the German government and the German people, the two together constitute a single, compact, working whole.

The struggle is not between two forms of government or for the purpose of overthrowing kings or emperors, by whatever dynastic name they may be known. It is rather a contest between two sets of national ideals, two national creeds, two views as to the law which should govern the states of the world in their relations to each other. It is not the form of government but the moral sentiments of nations that are at stake. The German training has been in the direction of patriotic obedience to authority and of absolute faith in the superiority of the German system. The mass of the people follow their leaders blindly, believing that the state is greater than the individual and that by painstaking organization their society may be raised to the pinnacle of human greatness. Their leaders constitute powerful castes, hereditary, military, and official, the last two of which, constantly recruited from all classes of the population, are composed of highly trained and intelligent experts, to whom the mass of the people bow in all humility. These experts, trained in German universities and passed through the requirements of a universal military training have made performance and efficiency their ideals, and in order to attain results have become



willingly a part of the great governmental machine, the object of which is to organize the nation for the accomplishment of its ends. This expert military and administrative caste has developed a sense of superiority, not only towards its inferiors at home, but also toward the people of the world outside. It tends to become arrogant, supercilious and dictatorial, unduly set in its opinions, obstinate and unimaginative, looking with ill-disguised contempt upon everything that might be stigmatized as merely popular. Professor Kuno Francke, himself a loyal pro-German, says that "even among teachers in the gymnasia and university professors this type of the supercilious and unapproachable expert is not absent; "it is often found," he says, "among administrative officials, most frequently, among army officials. To say that the latter forms a social, if not a political caste, is no exaggeration, a caste of splendidly trained, highly intelligent, thoroughly devoted specialists, and for the most part fine and manly fellows, but somehow or other lacking in those wider human sympathies and generous instincts which we associate with a democracy." Mr. Frederick Walcott, who in 1916, traveled widely among them on a relief commission and was given every opportunity for observation, said of the German leaders that they lacked only heart to make them great, and that the men of the military caste possessed no drop of the milk of human kindness. Those men are in the first instance servants of the State and only in a far more remote sense than with us servants of the people, and they deem pride, and conceit, and arrogant defence of their creed essential to true patriotism.

Furthermore among the methods adopted for the attainment of its ends, the German military caste advocates the law of might, the law of the mailed fist and the shining armor, and upholds the non-moral doctrine that it is unnecessary, when German destiny calls and the German state decrees, to regard the law of nations or of civilization, or to keep faith with neighboring peoples, in respect of any treaty or contract, the existence of which is an obstacle to German success. On the one hand they reject that law of life which is by all of us deemed essential to the continued welfare of humanity, the law of right, justice, and mercy, without which civilization would revert to the barbarism

of the past; and on the other, they reject the law of mutual confidence and good faith, which is just as necessary in the world of international relations as it is in the world of international finance, and without which all trust, honor, and security would vanish and the intercourse of nations be reduced to the level of the jungle and the savage tribe.

Although in outward form the struggle appears to be between democracy and autocracy, or as it may be more accurately expressed, between democracy and a national state autocratically organized, the contest is in reality between two sets of ideals. One of these is based on individual character, is governed by public opinion, and is dominated by motives of right, sympathy, and justice. It is frequently accompanied by unintelligence and corruption in government, by a great lack of discipline and efficiency in execution, and as far as foresight is concerned by great indefiniteness of aim or purpose; but it gives high place to individual independence, upholds peace among the nations, and encourages the cultivation of certain virtues of a manly and moral nature. The other ideal involves the subordination of the individual and the supremacy of the state, the worship of discipline and the machinery of organization, and the creation of men highly trained, intelligent, enormously energetic, even if not always as efficient as is commonly supposed, who are expected to employ their efforts to the attainment of certain definite and immediate ends. The application of this ideal is accompanied with a lamentable want of insight into the workings of human nature and a disregard of the rights of others, which has shown itself in extraordinary blunders of diplomacy, an offensive system of espionage, gross miscalculation of the psychology of nations, and a curious faith in theories, academically worked out, as to what another nation will do under given circumstances. This German method of conducting diplomacy according to academic formulæ has led to a vast amount of self-deception among the German diplomats, and causes us to wonder how long this deception can continue among a great intelligent people like the Germans, drilled and disciplined as they are and long practiced in submission to governmental direction and in acceptance of governmental explanations. Mr. Brand Whitlock, our min-

ister to Belgium, has lately said, "The German capacity for blundering is almost as great as the German capacity for cruelty."

Given these contrasting ideals as representative of the peoples pitted against each other, may we not hope that out of the conflict will arise a higher ideal than either, in which the best of each will be conjoined. May not one of the constructive results of the war, at least for the western nations and possibly for Germany also, be the creation of a single ideal, in which expert training, organized devotion, discipline, obedience, and well-directed performance may be linked with character and individual liberty, justice, humanity and the moral law. The Germans have taught the world the science of organization and the lesson has already been learned by their enemies, particularly the British, who in the space of a few months have equalled the Germans in their own field. The lesson must be learnt by us also. That we need in this country some of the virtues of the German ideal cannot be questioned, and that democratic government in order to be efficient government and at the same time good government, must get rid of what is left of the old-time excessive individualism, born in the days of the pioneer and the frontier, is becoming evident to all. The age of individualism has definitely passed, the doctrine of states' rights as a political shibboleth is passing away. For the first time in the history of our federal organization the people of our states and sections are beginning to think, not in terms of their own local interests but in terms of the interest of the country as a whole. Only when we are thinking nationally shall we become a nation, for nationality is not a question of race but of common needs, common purposes, and common ideals. I believe that for us the war will hasten, as it is already hastening, the tendency toward increased national unity and authority and will bring home to every individual the necessity of subordinating much of his boasted liberty and independence to the higher needs of the community as a whole. There is no danger that we shall overdo discipline or worship organization for its own sake, or be transformed from a peace-loving to a militaristic people, but we can learn and are learning from the pressure of war-needs

upon us how to train young men without making them professional soldiers and how to increase centralized authority without lessening those individual and moral guarantees, without which concentration of power may become a weapon of oppression rather than an instrument for the common good.

We now reach the last phase of our subject, and ask ourselves what is likely to be the effect of the war upon that which is commonly called international, but which may perhaps better be called super-national organization and relationship. It is abundantly evident that the world will not return to the lame and impotent internationalism of the period before the war, but will make a tremendous effort to set up some system which will render impossible, as nearly as may be, the recurrence of the calamities of the last three years. The conscience of the world has revolted against the useless waste and cruelty of this greatest of human disasters, and will demand that some means be contrived to prevent its repetition and to give body to the doctrine that all are of one family, in which the good and evil of one is the good and evil of all. The progress of civilization must be the progress of international comity, sympathy, coöperation, and fair dealing, and must recognize the validity of ethical laws to which we hold individuals and communities alike amenable. The greatest question before the world today, as far as the future is concerned, is whether the nations acting in harmony can be purged of their traditions and can enter upon anything that deserves the name of true international reform.

Even now plans in great variety, often inconsistent and contradictory, illogical and impracticable, have been advanced chiefly by writers among the western nations, for the improvement of international relations, and the prevention, if possible, of a recurrence of war. Among the many specifics and cure-alls suggested, a few may be taken as showing in a way the constructive work likely to be taken up after the war is over.

In the first place, international relations must be based on mutual confidence and not on the mutual distrust that has hitherto characterized these relations. This means that there must be a reform of the system of modern diplomacy. Diplomats must be more representative of popular needs and

sentiments and express as far as it is possible to express, the desires and intentions of a people. Diplomatic office must cease to be the spoil of party; diplomatic intercourse must be rid of secrecy, obscurantism, and espionage. These features have been a part of the German war creed and espionage has been raised to the rank of an organized science in Germany's dealings with her neighbors. We in the United States feel that the system of employing men and women in all walks of life to spy upon a friendly country in times of peace and upon a neutral country in times of war is contemptible business. There is something in the way the German military and civil leaders prepare for and conduct a war that is lacking in chivalry and highmindedness. The French have always charged that Bismarck did not play fairly the game of diplomacy and war, and that while appealing to the Most High God, a just God as long as he favored Prussia's ambitions, did not hesitate to employ means both brutal and dishonorable to gain his ends. To them and to us there is something repulsive in the contrast. The events of the present war have only served to deepen this impression. The German has not been a generous or a magnanimous enemy; he has not been a good sport, because he has taken defeat sulkily or with anger, refusing to acknowledge failure, even though such failure is apparent to everybody else. The business of war and of diplomacy must be conducted with some regard for the rules of the game. It may be that some day we shall reach that level mentioned in President Wilson's address, where the same standards of conduct and of responsibility for wrong done shall be observed among the nations and their governments that are observed among the individual citizens of civilized states.

Equally important with the standards of diplomatic intercourse is the reform of the treaty-making methods which have been in vogue in the past. Ought not all treaty negotiations to be open to the knowledge of the world and ought not all secret agreements and understandings to be eliminated altogether. Ought not the text of treaties to be published in full, with the certainty there are no hidden clauses to make future trouble. Shall there not be introduced drastic alterations and improve-



ments in the conditions governing the carrying out of treaties, by making proper provisions for their renewal, alteration, and abrogation at frequent intervals, for it seems absurd that the relations between countries should be governed by treaties made fifty, seventy-five, or a hundred years ago. Have we any right to make a treaty today that will bind our children a quarter of a century or half a century hence? And there must be some way in which the validity of treaties can be guaranteed and their sanctity assured, through some method of obtaining the world's approval or the approval of a majority of the states making up the concert of the nations.

Equally important with the standards of diplomatic conduct and the sanction of treaties is the fashioning of a law of nations, a law which today lacks body and authority and is incapable of enforcement. The present war has shown, in a manner extremely discouraging, the futility of much that passed for international law before the war began. This law was based in considerable part on the consensus of nations expressed at the congresses from Westphalia to Berlin and at the Hague Conferences of 1899 and 1907. How can international law become real and valid? Shall there be a real international or super-national law-making body, which, acting for the world as the legislature acts for individual states, shall pass laws governing the intercourse of states? Such a body, the official organ of a society of nations, working through committees or commissions, might investigate problems and conditions, studying such matters as tariffs, free trade, the open door, the administration of colonies, and the safeguarding of trade on land and sea. The idea of such a body seems almost Utopian, but it is not inconceivable or without precedent. Our own federal system with its interstate commerce commission points the way, and the possible erection of a permanent federal cabinet for the British Imperial Commonwealth, similar to the Imperial War Ministry now sitting, would be a step toward a higher form of federation than ever existed before. Such would constitute a super-national headship, recognized by the nations of the world and possessing authority over them in all that concerned their external relations.

Such a system presupposes two things: An international

judiciary and an international executive, both independent and effective, beyond the reach of national control or the influence of popular fear or favor, concerning themselves with external questions only and having nothing to do with internal matters of administration or otherwise. Many suggestions to these ends have already been made and the difficulties certain to be met have in a measure already been discounted. An international judiciary has been tried and with some success, but an international executive has never been experimented with in any form. Is such an executive practicable in itself, and if practicable what shall be its character and the extent of its powers? Shall it be temporary, shall it be permanent, shall it have administrative functions, managing backward countries in trusteeship for the world, or shall it be only executive, existing for no other purpose than to preserve the peace among the nations?

Whatever the details, there is a widespread agreement that some concert of the nations must come into existence, some concert or confederation, standing above the nations with legislative, judicial, and executive powers strongly developed. Such confederation or super-national system must be built on confidence and faith, and must find its strength in the co-operative agreement of nations and peoples for the common good. The conflict between nationalism and internationalism is not without possibility of adjustment, but ample time must be allowed for the process to take shape. The many forms of federalism today rest upon a common recognition of a common need, and the recent gathering of British, French, and American commissioners at Washington is really a gigantic experiment in internationalism, the creation of a super-national system for the control of the necessities of the world. It has been spoken of as the beginning of a league of nations, born of common needs and dangers, and expressing an extraordinary community of ideals. This impulse to international unity, due to common perils and common necessities, and having as its object the control of the vital supplies on which human existence depends, may be the inauguration of a movement which will find its consummation in an international political organization among the leading nations of the earth. Let there arise as the result of conditions



due to the present war a common desire and a common determination, let there be developed a common will to act together, and let there grow a consciousness of international social and economic unity and the end may be attained.

But we too must do our part not merely as a government but as a people. I have spoken of the spiritual rebirth of the great nations of Europe and I can but add that as we enter upon this war with firmness and resolve to play the man's part, we too shall find our own reward, not only in the consciousness of right but in the victory over ourselves. The days of drift, of faith in manifest destiny, of lucky chance, of softness and ease, of ruthless individualism, of privilege and pull are certainly numbered. The crisis will show whether the young men and the young women of this country can whip themselves into disciplined and organized endeavor, and can stiffen their wills to meet the new and difficult task that this country is called upon to perform. Democracy is more than freedom, opportunity, wealth, and happiness, and the measure of its success lies not in the ease and comfort that it brings, the money it accumulates, or the charity it excites. The problem of democracy is how to train ourselves, our children, and the aliens who are in our midst to subject the liberty which this great country confers upon all to the shaping and guiding power of the inner law, that self-imposed law, which is the highest achievement of the human will. Herein lies the discipline of democracy, a discipline not mechanically imposed by an autocratic power lying outside ourselves, but springing from within and born of the ideals of service, duty, and responsibility, on gratitude for what we have received and a desire to add something to the advantages which civilization has brought, a discipline that will find in the confused and contradictory phenomena of our lives an ordered intelligent plan, in which a sense of law, a sense of moral obligation, and a regulated and restrained freedom will be the guiding and controlling features. If this be the result of the trial that lies before us, then the war will have conferred its greatest constructive benefit upon the most powerful democratic nation in the world.

Series 11

November, 1917

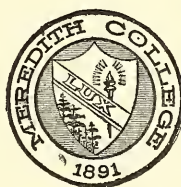
Number 1

# Meredith College

## Quarterly Bulletin

1917-1918

## Commencement Number



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# MEREDITH COLLEGE

NOVEMBER, 1917

## Society Evening

The Commencement exercises for the year 1917 were formally opened by Society Evening, Saturday, May nineteenth.

The most important feature of the evening was the awarding of the Carter-Upchurch medal by the Astrotekton Society to Miss Mary Lynch Johnson, and the Bowling medal by the Philaretian Society to Miss Blanche Tabor.

The following was the order of exercises:

Processionals: ASTROTEKTON SOCIETY  
PHILARETIAN SOCIETY

Introductory Remarks: PRESIDENT CHARLES E. BREWER

Piano: Norwegian Bridal Procession ..... *Grieg*  
ELIZABETH ROYALL } Astrotektons  
GRACE OWEN }

Violin Accompaniment: { HAROLD CLYDE HESS  
{ ARTHUR SACKETT TALMADGE

Essay: "Woman's Work in the European War"  
MARY LYNCH JOHNSON, Astrotekton

Music by Philaretians:

Saviour, Source of Every Blessing..... *Mozart*

Voice: MABEL QUINN	Voice: BESSIE CURRIE
EDNA SEWELL	CELIA HERRING
JANICE LEARY	EARLA BALL

Piano: NELLIE PAGE

Organ: MARY ELMER GARDNER

Violin: MINNIE NASH

Essay: "Mary Stuart in History and Fiction"

BLANCH TABOR, Philaretian

Presentation of Medals: MR. J. M. BROUGHTON, JR.

Recessional: "Alma Mater"..... *Vann*

Reception in Society Halls

## Commencement Sunday

The Baccalaureate and the Missionary sermons were preached by Dr. Henry Alford Porter, of Atlanta, Ga.

Commencement Sunday morning, after the devotional exercises led by Dr. Livingston Johnson and Dr. Vann, Dr. Porter was introduced by Dr. Brewer. In the text, "Whosoever will save his life shall lose it, but whosoever shall lose his life for my sake and the gospel's the same shall find it," Dr. Porter found his theme, "A True Estimate of Life." Those who live for bodily ease, those who live for pomp and power, those even who live for the most splendid intellectual attainments come at last to understand Solomon's words, "Vanity of vanities, all is vanity!" Others there are who, following Jesus Christ, place spiritual things above the earthly; they alone put the proper estimate upon life. Selfishness is self-destruction, said Dr. Porter. A man may be an eternal failure, though his footsteps glitter with gold, though his words sparkle with knowledge. As with the individual, so with the church. No church becomes powerful until it becomes sacrificial. Only as a church flings its very life away into the maelstrom of human need can it be of service.

In various ways the minister pointed out the differences between the worldly and the spiritual methods of finding one's life. Napoleon sought to win his life through gratification of ambition, through thirst for power. His great empire crumbled into dust, perished like the emperor himself. Jesus Christ came upon earth to give Himself for others; the empire He built was founded upon service to all mankind. Only through service can we hasten the day when "The kingdoms of this world are become the kingdom of our Lord and of His Christ, and He shall reign forever and ever."

In the evening Dr. Porter presented in a powerful and unique fashion our responsibility in carrying on the work of the kingdom. The scripture lesson was the account of the transfiguration according to Mark, and the text chosen was the words,

"So, then, after the Lord had spoken unto them, He was received up into Heaven and sat at the right hand of God." In developing his message the minister dwelt upon the picture of Christ seated, Christ watching the outcome of the work which He had begun and then left to be carried on by human agencies. No one, Dr. Porter told us, sits quietly down until his work is done. Christ's work on earth ended with His life on earth; it is through us, his followers, that the work is to be continued, that the end is to be accomplished. Christ seated at the right hand of the Father demonstrates the power of the Son of God working through men, awaiting the coming of the kingdom upon earth.

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## Class Day

The Class Day exercises were full of interest from the moment the Sophomores began singing their song, as they held the daisy chain for the Seniors to march into the auditorium, until the final strain of the last song had passed away. The Seniors, dressed in white organdie with touches of green, the class color, passed upon the stage carrying their mascot, a big butterfly, in front of them. After the welcome song, the song to the Sophomores, and their response, a play entitled "*The Last Revel of the Butterflies*," written by Maisie Frances Snow, a member of the class, was given, with the following characters:

Meredith, *the Symbol of Wisdom*.....KATHERINE JESSUP  
 Queen of the Butterflies.....TERESSA DEW  
 Diana, *the Guardian Spirit of the Butterflies*..MINNIE MILLS  
 Despair .....CARRIE SUE VERNON

The keynote of the play was beauty as symbolized by the butterfly. In the first act the queen and her court were interested in making their lives beautiful through contact with beautiful things. On being questioned as to the principles of beauty they had tried to live the Butterflies gave different answers. One paid allegiance to beauty in youth, another to

that in melody, another to that in harmony, and still another to that in human life. Thus the answers varied according to the types of individuals.

In searching for beauty the Butterflies, while chasing the moonbeams, found a beautiful silver box, which they joyfully brought to their queen. She saw that this was not for her, but for Meredith. On opening the box Meredith found a note telling of the stone sun dial which the Butterflies had given to her to show in a tangible way their love for "beauty in beautiful things."

In the second act of the play the ideals of beauty were extended somewhat. Diana came to the Butterflies and showed them the beauty in service. She advised them to give up all their possessions which would hinder them in serving others. After this was done, Diana sent Despair to teach them the needs of the world. They caught the vision and planned a new kingdom with service as the foundation stone.

In the last act Diana told Meredith that the Butterflies must leave because the world needed them. In order that Meredith might know something of the fate of the Butterflies, Diana called on Destiny to reveal their future. Destiny predicted a life of service for each. Before the departure of the Butterflies the white shield of Diana, the emblem of purity was given to them, as was also the myrtle wreath, emblematic of wisdom. To both of these the Butterflies gave the oath of allegiance. Then, after singing a farewell song, and lighting their candles from Meredith's torch, they went away into the world.

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## Art Exhibit

The significant thing about the Exhibit of the School of Art was the work of the diploma graduate, Miss Carrie Sue Vernon of Burlington, N. C. The judging committee found several of her numbers worthy of special mention, her landscapes done in a pictorial and also decorative way taking the lead. Her "origi-



nal composition," though difficult, showed careful drawing and a good rendering of textures.

In the work of the other students were found the conscientious study of nature and principles of design which have always characterized the efforts of the studio, and the various mediums used showed freedom of methods. The posters in tempered colors were about the average and the pen and ink examples by Miss Frank Martin were excellent. A portrait study by Miss Tulie Speight attracted much attention, while the outdoor studies by Mr. Francis Speight showed marked appreciation of atmosphere and tone.

The designs worked out for portfolios, curtains, etc., were decidedly good, and give fine promise of good things still to come.

The fine quality of the China painting was seen in the advanced work of Mrs. R. Y. McPherson and Miss Mary Knight. Enameled Beleeck was conspicuous, and showed beautiful color and finished technique. Whole sets of China and individual pieces by the other students expressed the excellence demanded by the department.

The grade work by the Art Education Class was interesting, showing through craft work and other examples how art principles may be applied to the practical things of life.

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## **The Annual Concert**

Again the Annual Concert given by the School of Music proved a great success. It fully deserved the generous applause of the audience and was a worthy closing of the satisfactory work which was done during the year. A specially happy feature was the diversity of the numbers on the program.

The newly organized Ensemble Class made their first appearance in a Commencement concert. The two numbers given by this group of students added greatly to the attractiveness of the evening. The number from Grétry's opera had not been heard

before in North Carolina. This is one of the most charming compositions to be found among eighteenth century music, and it is hoped that on some future occasion the class will give the remaining numbers from this suite.

Piano numbers were played by two graduates of that department, Misses Nellie Ruth Page and Naomi Hocutt. Miss Page showed beauty of touch and excellent shading in the two preludes which she gave. Miss Hocutt played a very attractive Berceuse of her own composition, and MacDowell's Polonaise. She had opportunity in this latter number to show rhythmical qualities and brilliancy of touch.

Mr. Edward Carver Seawell, a fourth-year vocal student, always a great favorite with the public, was recalled many times after his two numbers from the "Magic Flute." The vocal trio by Abt, sung by Misses Quinn, White, and Bost, was received enthusiastically by the audience.

The early eighteenth century was again represented by a Concerto for three violins by Vivaldi, which gave the executants, Messrs. Hankins, Hess, and Talmadge, ample occasion to show excellent qualities of style, tone, and technic.

Miss Hedgepeth gave a very lovely organ number, after which the Ensemble Class closed the program with Mendelssohn's Religious March from "Athalia."

The program was as follows:

Suite for String Orchestra.....*Grétry*

- a. Andantino
- b. Allegretto
- c. Andantino
- d. Leggiero

PIANO:

- a. Berceuse .....*Hocutt*
- b. Polonaise .....*MacDowell*

NAOMI HOCUTT

VOICE:

- a. Possenti Numi
  - b. Gente, è qui l'uccellator
- } "Magic Flute".....*Mozart*

EDWARD CARVER SEAWELL

## VIOLIN:

Concerto a tre ..... *Vivaldi*

a. Allegro

b. Largo

c. Allegro

FOSTER MONTGOMERY HANKINS, HAROLD CLYDE HESS,

ARTHUR SACKETT TALMADGE

## TWO PRELUDES:

B Minor ..... *Chopin*E Minor ..... *Mendelssohn*

NELLIE RUTH PAGE

## VOICE:

Trio—"Twilight" ..... *Abt*

MABEL QUINN, RUTH WHITE, MABEL BOST

## ORGAN:

Andante ..... *Barlett*

CARRIE MAE HEDGEPEETH

Religious March from "Athalia" ..... *Mendelssohn*

ENSEMBLE CLASS

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## Graduation Day

The Commencement exercises of Meredith College were held on Tuesday morning, May twenty-second, at ten-thirty o'clock. After the entrance of the academic procession, consisting of the thirty-three Seniors in cap and gown, the trustees and the faculty, the audience sang "A Mighty Fortress is Our God." The invocation was given by Dr. Weston A. Bruner of the Tabernacle Church. After the singing of the anthem, "Holy, Holy, Holy," by the choir, Mr. R. D. W. Connor, Secretary of the North Carolina Historical Commission, introduced the speaker of the day, Dr. Charles McLean Andrews, professor of history at Yale University.

Dr. Andrews gave a timely and brilliant address on the constructive aspects of the war. He showed how the finer qualities of a people as well as an individual are brought out under the ordeal of calamity, and discussed the permanent effects of this

war on our country and others. Among these he mentioned the change in the international policy of the United States; the closer federation of the British empire; the revolution in Russia with new freedom for Finland, Poland, and the Jews; the awakening in China; the granting of parliamentary suffrage for the women in England, and the advance in science and literature. He declared that the war was not that of democracy against autocracy, but that it was a struggle between two sets of national creeds, the one highly national and the other highly individualistic. Out of the struggle between these each would gain from the other.

The effect of the war on international relations he considered would be important and far-reaching and would bring in a new diplomacy based on confidence and not distrust. He prophesied a new league of nations built on confidence, faith, and the public good, with legislative, judicial, and executive functions.

After Dr. Andrews' speech Dr. Brewer presented the diplomas and conferred degrees. Miss Laura Moore Benton and Miss Inez Lorraine Brooks received Junior College diplomas. Miss Roxie Peebles Harris received the diploma in Public School Music and Miss Amy Anderson Heinzerling, Miss Naomi Hottutt, Miss Grace Baldwin Owen, Miss Nellie Ruth Page, and Miss Elizabeth Royall received diplomas in Piano. Miss Carrie Sue Vernon received a diploma in Art. Miss Roselle Bird, Miss Margaret Elizabeth Garvey, and Miss Maisie Frances Snow were given the degree of Bachelor of Science. The following students received the degree of Bachelor of Arts: Annie Mae Ashcraft, Lillie Belle Ashworth, Amy Lee Carter, Annie Elizabeth Craig, Cora Edna Dellinger, Teressa Dew, Alexandra Jane Draughan, Lillian Elsom Haislip, Helen Earle Harper, Lelia Shields Higgs, Rosa Beatrice Hocutt, Louise Cox Holding, Katherine Elizabeth Jessup, Mary Lynch Johnson, Nancy Elizabeth Joyner, Sophia Jane Knott, Minnie Lewis Mills, Oma Ceola Norwood, Nell Adelaide Paschal, Annie Lee Pope, Blanche Tabor, Elizabeth Rogers Vann, Mildred Williams.

In his address to the graduating class Dr. Brewer brought out the personal duty of each individual in the present crisis and urged her to do her part in conserving the food supply and preventing waste. He emphasized, also, the need of poise and self-control at this crisis.

The singing of the "Hallelujah Chorus" by the choir was followed by the presentation of Bibles to the members of the graduating class by Dr. Charles E. Maddry, formerly pastor of the Tabernacle Church.

Mr. W. N. Jones, president of the Board of Trustees, gave a brief report, in which he stated that the last year had been a good year and that the College had been able to meet its financial obligations. He also spoke a few words of appreciation of Miss Young, whose years of faithful service at Meredith were ending.

The exercises closed by the signing of the "Alma Mater," and the benediction, pronounced by Dr. R. T. Vann.

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## Baccalaureate Address

*Young Ladies of the Graduating Class*, I congratulate you heartily on this good day. It marks for you the commencement of what we sometimes denominate real life. As you leave your Alma Mater to assume this new relation you find a very unusual situation facing our country. Indeed, it is nothing short of a serious crisis. And though much has been said in print and on platform in regard to it, the fact that I use the few precious moments allotted me at this time for calling your attention to it only emphasizes my estimate of its tremendous importance. Such a test as now confronts you has never been presented to any preceding class going out from Meredith College. The present generation has seen nothing like it before.

What is this situation?

Our country is at war—not with any second-rate power, but with one having as efficient a machine for fighting as has ever

been known; not with a nation at our doors, but with one that is more than three thousand miles away, which greatly multiplies the obstacles to be overcome; with a nation whose territory in Europe has not for a moment been invaded, and whose activities, therefore, proceed in a nearly normal way, providing food and munitions of war with amazing facility.

We are at war not for conquest, not for revenge, not for indemnity, but for freedom—freedom from tyranny of any sort, freedom for ourselves and for others. The ideal that controlled the men of the American Revolution is spreading and is destined to control in all nations. Governments are not for kings or emperors, but for the people themselves. The nations of the world are rapidly coming with increasing unanimity to regard this conception as fundamental.

The United States and her allies have a multiplicity of problems to solve in this gigantic struggle. Men must be gathered and trained for the conflict. Money must be provided, not only for our own part in the contest, but in aid of our allies, whose resources have been fearfully depleted by the struggle that has already gone on for nearly three years. Supplies of all sorts, including raw material, equipment for soldiers, food for armies and for civilians, must be secured and dispensed with frugality. Courage and enthusiasm for the fight, which is for the right, must be maintained. Many problems of diplomacy, involving not only our relations to other nations, but involving also our own national unity, will have to be worked out.

In such a complex situation as this I am sure you are facing the question as to the part you are to play. How can you use your endowments and training to the best effect? You cannot take the field and fight in the trenches. Nor is this necessary. Men in sufficient numbers will appear to bear this burden, and do it without a murmur, thoroughly loyal and patriotic. You can appreciate the sacrifice they make. You can admire their bravery and unselfish devotion as they go to struggle for an ideal and, indirectly, for home and for you. The days of heroism



are not gone, and now as in days agoone our women will exhibit the highest types of that trait.

Nothing could possibly be more patriotic than to take part in the movement to conserve our food supply. This is an activity in which you can render invaluable service. The appeal to you is urgent because you are so closely identified with that part of the enterprise, because of the claims of humanity, because hunger is the strongest antagonist we have to meet and defeat. Students and graduates of colleges for women throughout our country are taking an active part not only in cultivating for themselves small plats of ground, but in organizing bands of their friends and associates for this same worthy purpose. You can make the food products of the summer available for the winter and transportable around the world. By eliminating waste you not only conserve the food supply, but you reduce the amount of money required and help to reduce the excessive prices that prevail. Waste under any circumstances is sin; in the present crisis it is murder. A rational diet, a simple dress, and an unassuming and quiet life will be in fullest harmony with the feelings, the anxieties, the hopes, the sorrows that will mingle in our homes.

These are material ways in which you can help master the unusual situation. But there are others no less important. You will have a share in the gentle ministrations to relieve suffering, to speak words of comfort, to carry an atmosphere of good cheer and of buoyant faith about you—a ministry that is so easy and natural for you, so helpful to others. It may be as Red Cross nurses in hospitals where physical suffering is to be found, or in homes where people mourn and are sick at heart. And while there must be all possible haste in mustering in and training an adequate army, yet we must keep our poise and self-control in order to carry on as nearly as possible the regular enterprises of the community. We must not forget that there will always remain at home a much larger population of aged and infirm, children and young people, than are found in the trenches, and



these must be cared for by those who, like you, are in the vigor of life. Schools, sanitation, public health, community service, will require your time and attention, your thought and leadership. It is not enough to provide food and clothes for a community; it must also be kept sanitary and healthful; the young people must be trained in schools to the highest possible point of efficiency, for they will be called on to bear extra burdens at an unusually early period in life. It is the highest patriotism to conserve to the fullest extent all our resources of heart and brain.

Each one of you is a Christian. See to it that from your own presence, from your home, from your church and Sunday school, there emanates a vitalizing faith—faith in God, in His providence, in the final triumph of His plan for the world. People like this are, according to the Scriptures, the “salt of the earth,” the “light of the world.”

Does it not thrill you to contemplate the ways in which you can render service at a time like this? I remind you of the timely caution and the almost martial injunction contained in these lines from Longfellow:

“Study yourselves; and most of all note well  
Wherein kind Nature meant you to excel.  
Not every blossom ripens into fruit;  
Minerva, the inventress of the flute,  
Flung it aside when she her face surveyed  
Distorted in a fountain as she played;  
The unlucky Marsyas found it, and his fate  
Was one to make the bravest hesitate.  
Write on your doors the saying wise and old,  
‘Be bold! be bold!’ and everywhere—‘Be bold;  
Be not too bold!’ Yet better the excess  
Than the defect; better the more than the less;  
Better like Hector in the field to die,  
Than like a perfumed Paris turn and fly.”

Seniors of 1917, farewell! Hail, alumnae, and welcome!

## **The Reception**

On Tuesday evening, May twenty-second, the Faculty of Meredith College gave a reception in honor of the graduating class. It was an unexpected pleasure to all that Dr. Andrews, of Yale University, who delivered the address of the morning, was able to be present. Dr. Andrews was in the receiving line with Dr. and Mrs. Brewer, Miss Ruegger, Director of Music, Miss Teressa Dew, President of the Senior Class, and Mr. and Mrs. Gleason, of the Music Department.

Guests were presented to the receiving line by Miss Poteat and Miss Dickinson. Misses Young, Smith, Colton, Forgeus, and Mr. Williams received in the east parlor, and Misses Royster, Knapp, Day, and Vann in the hall. Punch was served in the north hall by Misses Lanneau, MacCullers, and Marshbanks, and in the south hall by Misses Law, Steele and Bost.

A number of friends of the Seniors and of the College called during the evening, among them being several trustees and their wives, Mr. Connor, the host of Dr. Andrews, Mr. P. A. Carter, of New York, Dr. Lay of St. Mary's, and President Riddick of A. and E., and Mrs. Riddick.

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## **Faculty Notes**

Miss Elizabeth Avery Colton, professor of English, was re-elected president of the Southern Association of College Women at the fourteenth annual meeting in Washington, D. C. On account of her position as president of the Association, Miss Colton was appointed by Mrs. McAdoo a member of the Advisory Council of the Woman's Liberty Loan Committee. She attended the general conference of the committee in Washington, September 27-28. Miss Colton was also asked by Dr. Anna Howard Shaw to serve on the Honorary Committee of the Woman's Committee of the Council of National Defense. At

Dr. Shaw's request she has appointed representatives of the Southern Association of College Women in each Southern State to coöperate with the State Divisions of the Council of National Defense.

Miss Mary Shannon Smith, professor of History, spent part of the summer continuing research work on original material of the Civil War period in the offices of the North Carolina State Historical Commission. The remainder of the summer she spent in New York, getting in touch with modern conditions and currents of thought.

Miss Helen Hull Law, professor of Latin, has been chosen vice president for North Carolina of the Classical Association of the Middle West and South.

Miss Laura Warden Bailey, instructor in Home Economics, studied during the summer at the George Peabody College for Teachers.

On account of the continued and regrettable illness of Dr. Albert Miltenberg, he was unable to resume his work as Director of the School of Music. Miss Charlotte Ruegger succeeds him as director, and Mr. Edward Gleason as professor of Piano and Organ.

Mrs. Sarah Lambert Blalock, after a year's leave of absence, which she spent in New York as the pupil of Eugene Heffley, returns to continue her work as instructor in Piano.

Several new members of the faculty have been welcomed to the College.

Miss Catherine Allen, A.B. (Oberlin), A.M. (University of Chicago), becomes professor of German. Miss Allen has spent several years in study abroad. Her predecessor, Miss Young, who had been associated with the College from its opening year, is at her home in Ripley, Tennessee.

Miss Effie Landers, A.B. (Missouri State University), and a student of the University of Grenoble, succeeds Miss Thornton as professor of French.

Miss Mary E. Stark, A.B., A.M. (Brown University), succeeds Miss Vann as professor of Mathematics. Miss Vann is studying at Radcliffe, where she holds a fellowship.

Miss Elsie Allen, B.S. (Simmons College), was elected in May as head of the Department of Home Economics. After a service of only one month in this position she died suddenly on Sunday morning, October fourteenth. Her death was a great shock to our entire College community. Our deepest sympathies are extended to those so sorely bereaved by this providence.

Her many friends are glad to welcome Miss Marie White, B.S. (Simmons College), again as head of the Department of Home Economics. Miss White resigned last spring on account of the poor health of her mother, but this is so far improved as to make it possible for the former relation to be resumed.

Miss Lois Johnson, a graduate of Meredith and also a student of the Columbia University Summer School, became Registrar, and teacher of sub-freshman English.

Miss Louise Richardson, of Gaffney, S. C., a graduate of Pratt Institute, has been elected to take the position of Librarian, succeeding Miss Margaret Forgeus, who resigned because of a severe attack of illness during the summer. Miss Richardson is expected to begin her work on November twelfth.

Miss Bessie Boggess, formerly a teacher of Home Economics at Carson-Newman College, has accepted the position of College Dietitian. Miss Boggess has as assistant Miss Ruth Ticknor, a graduate of the Georgia Normal and Industrial College.

Miss Catherine Williams, a pupil of eminent teachers of music in Boston, succeeds Miss Futrell as professor in the

Department of Piano. Miss Williams also holds the Bachelor's degree from Mount Holyoke.

Miss Leila N. Horn, a graduate of the Oberlin Conservatory of Music, succeeds Miss Atmore as instructor in theoretical work in the School of Music.







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# Meredith College

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## Foreword

The purpose of this BULLETIN is to suggest a standard for theoretical music work in our State, and to invite other institutions offering such work to make suggestions along this line, with the hope that we may come to some understanding as to what is to be recognized as standard and arrive at some unity of method. There has already been some effort made to do this in practical music.

Among music teachers the theoretical work is nearly always neglected. The comparative numbers of those teaching and studying theoretical music and those teaching and studying practical music is perhaps in the proportion of one to a hundred. The result is the limiting of the artistic and intellectual development of the student.

The aim of the Music Department of Meredith College is to give the students not only a good working basis for their further progress, and a knowledge sufficient to arouse their interest so that they will wish to know more, but also definite and classified information which they will have ready for use in their teaching. They must not only be able to say a thing is so, but to say why it is so. And an understanding of the science of music is necessary for this.

Practically every question contained herein has been taken from tests and examinations that have actually been given to the music classes of the College. We publish this BULLETIN in question form in the hope that it may do its bit in helping those who are trying to raise the standard and increase the efficiency of the music work of North Carolina.



## Theory I

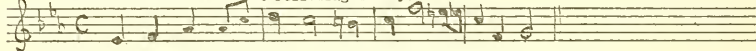
1. Write the scales of D sharp minor melodic, ascending and descending, without signature.
2. What is the signature of the minor scale, the key-note of which is the diatonic half-step above A sharp?
3. Give the formation of the harmonic and the melodic minor scales.
4. With five sharps in the signature, what accidental would indicate the minor key?
5. What interval is between the subdominant of F sharp minor and the leading tone of A sharp minor?
6. What interval is there between the raised third of F minor and the superdominant of D sharp minor melodic?
7. Start on A flat, ascend a major third, descend a diminished fifth, ascend a perfect fourth, descend a minor second, ascend a major sixth. What interval is there between the first and the last notes?
8. Write the signatures in bass clef of A flat major, B major, B flat major, naming the relative minors of each. Write the signatures in tenor clef of F sharp minor, A flat minor, and B minor, naming the relative majors of each.
9. Name all major and harmonic minor keys, in which the interval B flat—D is found.
10. In what scale is the mediant a diatonic half-step above D? In what scale is the supertonic a chromatic half-step above F?
11. Which are the perfect intervals? Which intervals can be minor?
12. Explain the difference between the augmented fourth and the diminished fifth.
13. Write a perfect fifth and a doubly augmented fourth in alto clef.
14. What is the difference between the chromatic and the diatonic half-steps? Between the minor and the diminished triads?
15. Write the scale of B flat minor harmonic, ascending and descending, without signature.
16. Write the scale of G sharp minor pure, ascending and descending, without signature.
17. What is the value of a sixteenth note in  $\frac{3}{2}$  time?
18. Using as few notes as possible, express each of the following measures by one sound:  $\frac{9}{8}$ ,  $\frac{3}{16}$ ,  $\frac{6}{4}$ ,  $\frac{9}{16}$ .
19. Explain the difference between simple and compound time.
20. What is the value of a double dotted quarter note in the following measures:  $\frac{3}{2}$ ,  $\frac{6}{8}$ ?

21. How many triplets of sixteenth notes will equal two beats of  $\frac{3}{8}$  time?
22. What is the value of a dotted half note in  $\frac{9}{16}$  time?
23. How many triplets of thirty-second notes will equal two and a half beats of  $\frac{3}{4}$  time?

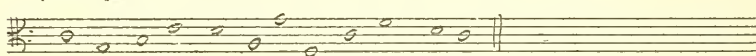
23. Name the following intervals and their inversions:



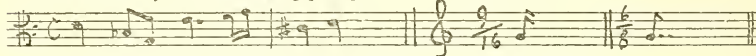
24. Name the intervals in the following melody:



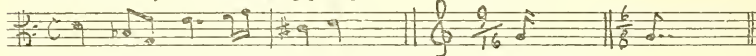
25. Transpose the following into the G clef without changing the pitch:



26. Name the key of the following passage:



27. Complete the following measures:



28. Group the following notes in one measure, and give time signature.



29. Put measure bars and time signature to the following:



30. Give two other solutions to question 29.

## Harmony I

1. Define the following terms:

Interval, Triad, Harmony, Consonance, Dissonance, Root-note, Close position, Oblique motion, Cadence.

2. Write in four-voice harmony the six positions of the D major triad.
3. Write the following for four voices (in fundamental position):
  - a. Two arrangements of the dominant triad in A minor.
  - b. Two arrangements of the tonic triad in F major.
 (One of each to be written in close and one in open position.)
4. Explain inversions. How many inversions has a triad? Name the composition of each.
5. Which note of the sixth-chord is the root note? Which note of the sixth-fourth chord is the root-note?

6. Discuss in detail the doubling of notes when arranging triads and their inversions for four voices.
7. Write the following arrangements for four voices:  
The first inversion of the mediant triad in G major.  
The first inversion of the subdominant triad in E major.  
The second inversion of the three major triads in F major.
8. Explain the use and meaning of Arabic and Roman figures in harmony.
9. How many kinds of triads do you know? Give an example of each.
10. What is the difference between a minor and a diminished triad?
11. What is a dominant seventh chord? Give its composition.
12. What is the meaning of the term "Resolution"?
13. Which note in a dominant seventh chord requires a resolution and how is this resolution carried out?
14. What is the effect on the chord of resolution (I) of the strict carrying out of the rules of resolution?
15. Give all the resolutions of the dominant seventh chord in C major, stating rules and exceptions in each case. Discuss the comparative value of each chord.
16. Write out the dominant seventh chords of the following keys:  
E major, D minor, C major, B minor.
17. Write out and resolve in four-voice harmony the dominant seventh chord of A major, omitting the fifth of the chord.
18. How many inversions has a dominant seventh chord? Name them and give an example of each one in F major.
19. Write out the following chords (four voices) and resolve each:  
V 7 in F major,  $\frac{6}{4}$  in D major,  $\frac{4}{2}$  in B major, 2 in G minor.
20. What do you understand by Cadence?
21. How many cadences do you know? Give an example of each in G major.
22. Give an example of perfect cadence in D major; give an example of deceptive cadence in F major.
23. Give an example of half cadence in E minor; give an example of deceptive cadence in A minor.
24. Give two different examples of plagal cadence in B flat major.
25. What is meant by modulation? What is meant by modulation by common chord?
26. Which are the triads common to C major and G major?
27. Which are the chords common to D major and G major?
28. Which are the chords common to G major and E minor?
29. Which are the chords common to G major and B minor?



30. Write a short passage in C major; modulate to F major, terminating in perfect cadence.
31. Play at the piano without notes a perfect cadence in A flat major.
32. Play at the piano a deceptive cadence in E major.
33. Play at the piano a perfect cadence followed by a plagal cadence in A major.
34. Play and resolve at the piano the second inversion of the dominant seventh of B minor.
35. Play and resolve at the piano the dominant seventh of D flat major.
36. Play at the piano the third inversion of the dominant seventh in F sharp minor.
37. Classify the triads under Exercise I.
38. Correct Exercise V.
39. Write out the chords in Exercise IX.
40. Harmonize and figure Exercises II-IV, VI-VIII, X-XII.
41. Harmonize Exercise XIII to the asterisk, and from that point modulate to D major. From the same point modulate to E minor.

The image displays a series of handwritten musical exercises, labeled I through XIII, on a single staff. The exercises are written in various keys and time signatures, with some including figured bass notation.

- Exercise I:** Treble clef, C major. Chords: C major, F major, C major, F major.
- Exercise II:** Bass clef, C major. Chords: C major, F major, C major, F major.
- Exercise III:** Bass clef, C major. Chords: C major, F major, C major, F major.
- Exercise IV:** Bass clef, C major. Chords: C major, F major, C major, F major.
- Exercise V:** Bass clef, C major. Chords: C major, F major, C major, F major.
- Exercise VI:** Bass clef, C major. Chords: C major, F major, C major, F major.
- Exercise VII:** Treble clef, C major. Chords: C major, F major, C major, F major.
- Exercise VIII:** Treble clef, C major. Chords: C major, F major, C major, F major.
- Exercise IX:** Bass clef, C major. Chords: C major, F major, C major, F major.
- Exercise X:** Bass clef, C major. Chords: C major, F major, C major, F major.
- Exercise XI:** Bass clef, C major. Chords: C major, F major, C major, F major.
- Exercise XII:** Treble clef, C major. Chords: C major, F major, C major, F major.
- Exercise XIII:** Bass clef, C major. Chords: C major, F major, C major, F major.

## Harmony II

1. Discuss the structure of a harmonic phrase. What are the points to be taken into consideration in figuring a bass?
2. Write a bass of eight measures in A major; bring it to a half cadence at the fourth measure, and to a perfect cadence at the end.
3. Write an original soprano of twelve to sixteen measures; begin and end in A minor. This exercise must contain an example of each of the four cadences, a modulation to the dominant key and back to the original key, and an example of each of the inversions of the dominant seventh chord.
4. How many different kinds (species) of seventh chords do you find in a major scale? Write them out in C major, grouping them according to their composition.
5. Name the different seventh chords contained in F major; indicate their species.
6. Give the composition of the different seventh chords.
7. Write the seventh chord on the second degree of A major; the seventh chord on the fourth degree of B flat major; the seventh chord on the seventh degree of B major. Indicate species.
8. Name all the resolutions of the seventh chord of the second degree. Give an example of each in D major.
9. Write and resolve in three different ways the seventh chord on the fourth degree of E flat major.
10. Write and resolve all the inversions of the seventh of the third species that are found in B major.
11. Give the rule which affects all seventh chords.
12. Which are the best resolutions of any seventh chord? Name the possible exceptions.
13. What use can be made of the  $\frac{6}{4}$  chord in the resolution of seventh chords?
14. Analyze the first prelude in Bach's "Welltempered Clavichord," indicating species of seventh chords, inversions, and modulations.
15. Analyze and figure the hymn, "Come, ye thankful people, come."
16. Write a short passage in G major; modulate to A minor by means of chromatic progression; then modulate back to G major by means of a common chord.
17. Write a short passage in D minor; modulate to E flat major, and then return to D minor.

18. What is a ninth chord? Analyze and explain the dominant ninth chord. Give examples in F major.
19. How does the dominant ninth chord resolve? State rules concerning the ninth and the seventh.
20. How many inversions has a ninth chord? Which of these can be used?
21. Write and resolve all positions (fundamental position and inversions) of the dominant ninth chord of B flat major, (a) in four-part harmony, (b) in five-part harmony.
22. Write and resolve the following chords in four-part harmony:  
First inversion of the dominant ninth in G major;  
Third inversion of the dominant ninth in F major;  
Fourth inversion of the dominant ninth in E major.
23. Modulate from C major to D minor, and successively to E flat major, to A flat major, to G major, to C major (not exceeding twelve chords).
24. Define passing notes.
25. Resolve each of the chords under Exercise I in two different ways; indicate keys and species.
26. Harmonize and figure Exercises II-XVI; indicate keys and cadences.

I

II. Bass

III. Soprano

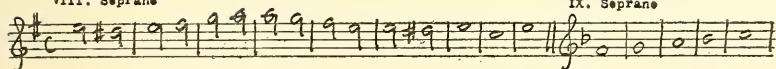
IV. Bass

V. Soprano

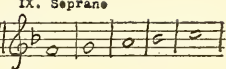
VI. Bass

VII. Bass

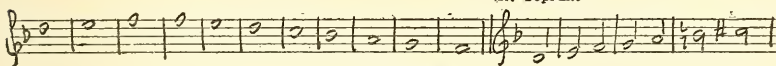
VIII. Soprano



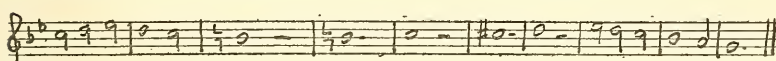
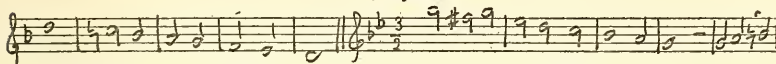
## IX. Soprano



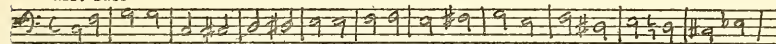
## X. Soprano



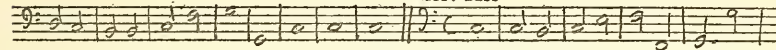
XI. Soprano



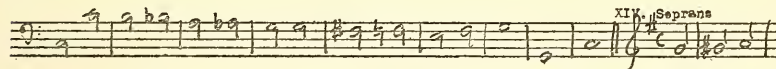
## XII. Bass



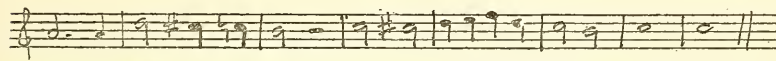
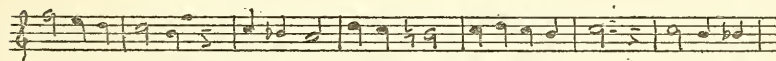
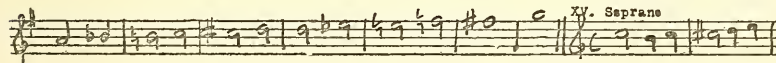
## XIII. Bass



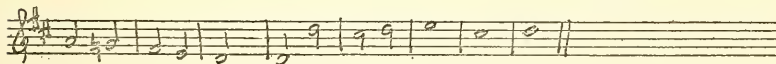
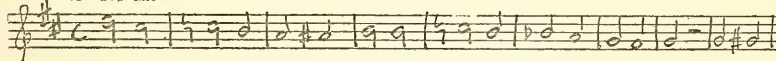
## XIX. „Soprano



XV. Soprano



## XVI Soprano

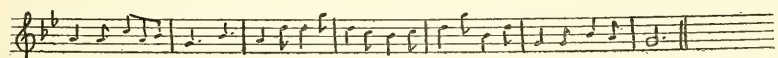
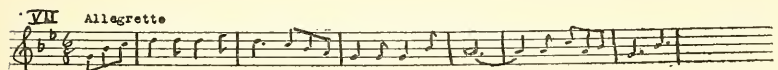
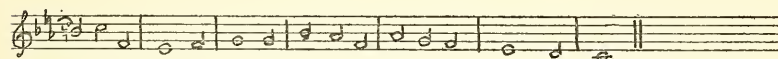
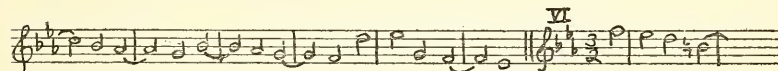
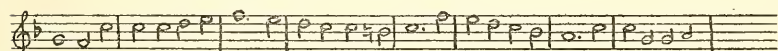
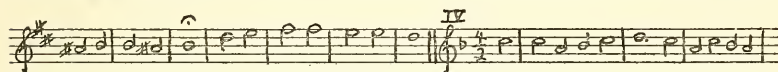
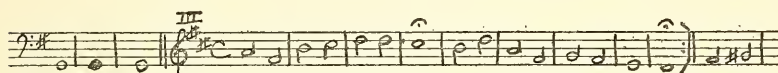
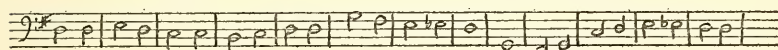
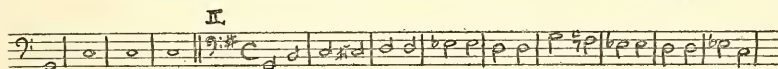
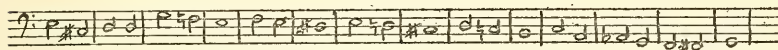
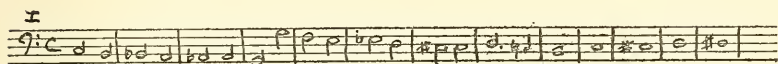


## Harmony III

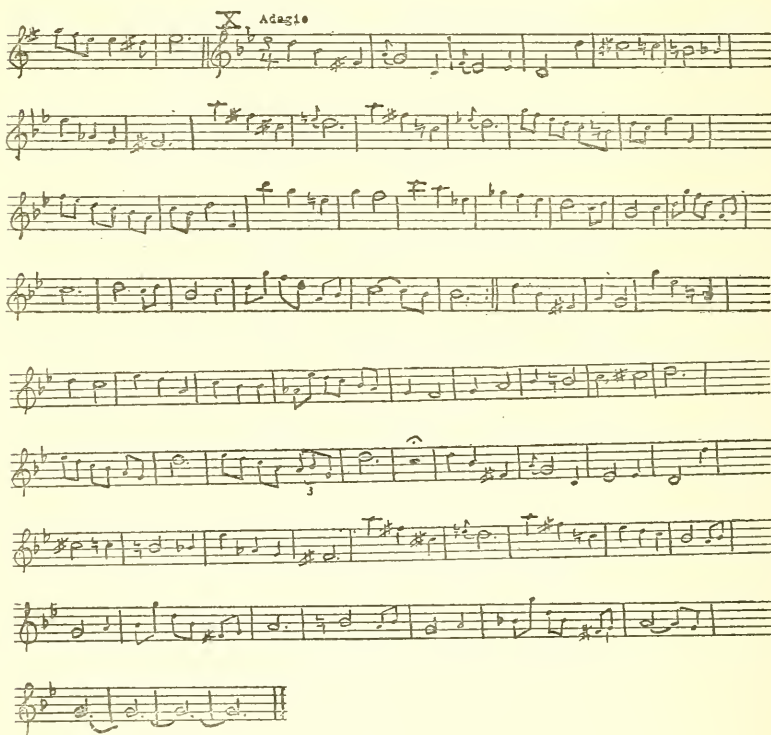
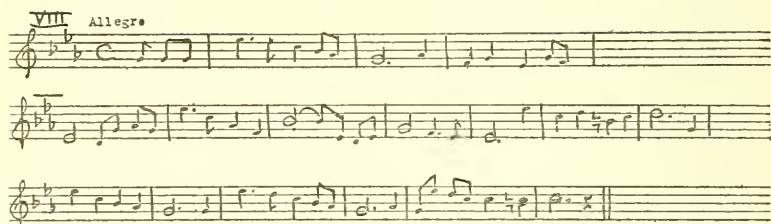
1. Define altered chords.
2. Define suspension.
3. Define anticipation.
4. Give an example of each altered chord you know. Write it out in four-part harmony, figure it, and resolve it.
5. What is meant by double and triple suspension? Give an example of each.
6. Explain the meaning of the term "enharmonic resolution."
7. Write out the diminished seventh chord of C minor. Using enharmonics, resolve it in four different keys.
8. Which degrees of the major scale can be chromatically raised in order to bear pleasing, though nonmodulating harmonies?
9. Tell what you know of the augmented sixth chords. Give an example of each, and resolve it in two different ways.
10. What difference is there between the French and the German forms of the augmented sixth chords?
11. What is meant by "Neapolitan" sixth chord? Give two examples of it with resolutions (one in major and one in minor).
12. Cite two examples of the Neapolitan sixth chord from well-known compositions.
13. Cite four examples of augmented sixth chords from well-known compositions.
14. To what enharmonic changes can the augmented sixth chords be subjected? What modulations are made possible by this means? Give examples.
15. Analyze and figure the first movement of Beethoven's "Moonlight" sonata.
16. Analyze and figure Chopin's Prelude in C minor (Op. 28, No. 20).
17. Write out in four-part harmony the following succession of chords, using as many simple, double, and triple suspensions as you can:
 

I	II	I	V	VI	II	VII	V	I
	6	6	7		7	7	7	
	5	4						
18. Give two examples of enharmonic resolution of the dominant seventh chord.
19. Give two examples of enharmonic resolution of the augmented sixth chord.

20. Write a short passage in B flat major; modulate to A minor by means of an enharmonic chord.
21. Harmonize the following exercises, Nos. 1-6 for four voices, 7-10 with piano accompaniment.









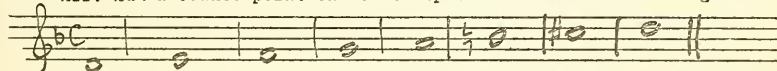
## Counterpoint and Fugue

1. What is counterpoint? Explain the meaning of the term and give its history.
2. What is understood by "Cantus Firmus"?
3. How many species of counterpoint are there? Describe each.
4. Mention some of the principal rules which must be observed in writing two-part counterpoint.
5. Which rules of the first species of counterpoint are relaxed in third and fourth species?
6. What is the rule concerning the use of perfect consonances in strict counterpoint?
7. What is the essential difference between harmony and counterpoint?
8. Compare the relative value of harmony and counterpoint; name compositions in which each of these two forms of composition are best used.
9. Why is the thorough knowledge of harmony absolutely necessary to the study of counterpoint?
10. Explain and illustrate the following terms:  
 (a) strict counterpoint, (b) free counterpoint, (c) double counterpoint, (d) fourth species, (e) changing note.

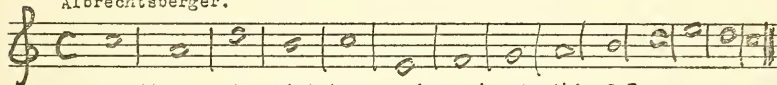
XI. Add a counterpoint in fourth species above the following:



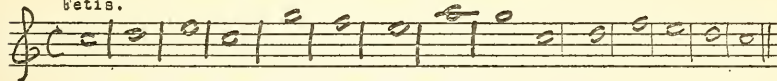
XII. Add a counterpoint in fourth species below the following :



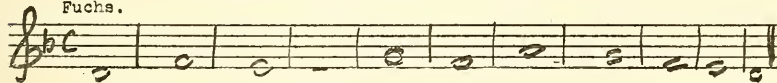
XIII. Add a counterpoint in first species below the following:  
 Albrechtsberger.



XIV. Add a counterpoint in second species to this C.F.  
 Fétis.



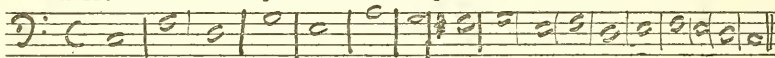
XV. Add a counterpoint in fourth species to this C.F.  
 Fuchs.



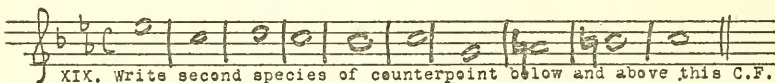
XVI. Add a counterpoint in fifth species to this C.F.  
Cherubini.



XVII. Add a counterpoint in third species to this C.F.



XVIII. Write first species of counterpoint below and above this C.F.



XIX. Write second species of counterpoint below and above this C.F.



20. What is a Fugue?
21. Name the various sections of a fugue in order of their appearance.
22. How can one distinguish a fugue subject from a fugue answer?
23. Explain the meaning of the term "stretto" in ordinary music terminology; explain its peculiar meaning in the fugue form.
24. What is a Canon?
25. What is the essential difference between a Fugue and a Canon?
26. Give an outline of the structure of vocal fugue (four voices).
27. Explain the following terms: tonal fugue, free fugue.
28. Analyze Fugue No. 2 in Bach's "Welltempered Clavichord."
29. Analyze Fugue No. 16 in Bach's "Welltempered Clavichord."
30. Analyze Fugue in Händel's "Messiah," No. 25, "And with His stripes we are healed."

## Music History I

1. Discuss the various theories concerning the origin of Music. Which one do you think most plausible? Why?
2. Tell all you know about music among the Chinese, Hindoos, Egyptians, and Hebrews.
3. What contributions did the Greeks make to the art of Music?
4. Name the church scales, and compare them with the Greek scales from which they were taken.
5. What is a Gregorian Tone?
6. What is antiphonal music?
7. Give the earliest system of notation, and trace its development to our present time.
8. Who were the *trouvères*, *troubadours*, bards, *minnesingers*, *minstrels*, and *mastersingers*? To what nations did they belong?
9. Give a summary of the work of the Paris, the Gallo-Belgic, and the Netherlands Schools, and name at least one man in each School.
10. Tell all you know of the beginnings of harmony.
11. Which was the first interval used in harmony? Give reasons.
12. What is the *Te Deum*? Who wrote the words and the first musical setting?
13. What is polyphonic music?
14. Compare the work of the Florentine, the Venitian, and the Neapolitan Schools. Name the most prominent composers in each.
15. Tell something of the life and work of Palestrina.
16. Narrate the circumstances which led to the production of the "*Missa Papae Marcelli*," and say who composed it and in what year.
17. Name a well-known English hymn-tune of the seventeenth century. Who was the composer?
18. Name three early Italian opera composers, and their principal works.
19. Tell something of Gluck's work in Opera.
20. Tell all you know of the life and work of J. S. Bach.
21. Name the three distinguished sons of Bach, and tell something of the work of each.
22. What can you say of the early Italian clavier writers? Name some of them.
23. Give an account of Händel's life.
24. Name three great sonata writers.
25. Give a sketch of Beethoven's life

26. Characterize Beethoven's three periods.
27. Whose name is connected with the earliest development of symphonic music?
28. What is meant by the term "romantic" in music? Whose name marks the beginning of the romantic movement?
29. What is program music? Give examples.
30. Who are the Romantic composers that have contributed to piano literature?
31. Discuss Schubert and Schumann as exponents of the art of Song.
32. What was Wagner's theory of the music drama?
33. What are the tendencies of the modern Operatic Schools?
34. Name four prominent French opera composers who lived before 1800 A. D.
35. Name four prominent Oratorio composers.
36. Give a sketch of Mozart's life.
37. Name three prominent men in the History of Music who died before they had attained their fortieth year.
38. Name six Operas written by Mozart, six by Verdi, six by Weber, and six by Wagner.
39. Give an account of the life and work of Chopin; of Liszt.
40. What do you know of MacDowell's life and compositions?

## Music History II

1. State, and approve or refute Schopenhauer's theory of the origin of Music.
2. At what period does the *history* of Music begin?
3. Tell what you know of the music of the Christian Church of the first six centuries.
4. Do you consider it a favorable or unfavorable circumstance that the singing in the early church passed from the congregation into the hands of a trained choir of clericals? State your reasons.
5. Transcribe the Gregorian Hymn, "Dies Irae," from the Antiphonary into modern notation.
6. What can you tell of the life and work of the following men: (a) Hucbald of St. Amand; (b) Guido d'Arrezzo; (c) Marchettus of Padua?
7. Discuss the effect, or influence, of the Crusades on the art of Music.
8. From the twelfth to the fourteenth centuries the chief musical center in Europe was Paris; from there it shifted to the Netherlands; thence to Italy. Discuss the causes.

9. What is the meaning of the term "school" as applied to Music History previous to A. D. 1600?
10. Describe, in chronological order, the most important Italian Schools of Composition up to A. D. 1700. Name the prominent men of each.
11. Give a sketch of Palestrina's life and works.
12. Who was Palestrina's greatest contemporary? Tell what you know of him.
13. Give a brief resumé of the Council of Trent. Explain its importance from a musical point of view.
14. Explain the organization and the aims of the Sta. Cecilia Societies of our own time. Who was the founder of the first one, and what was his purpose? Name similar societies existing in France and elsewhere.
15. What is a Sequence? Who was the author of the first Sequence?
16. Name three different kinds of religious compositions in use from the tenth to the sixteenth centuries. Describe them in detail. Name some composers.
17. Name four different kinds of secular compositions of the same period. Describe them.
18. What reasons can you give for the sparing use the Catholic Church has always made of the hymn, while all Protestant Churches use this form so very freely?
19. Discuss at some length the influence of the Renaissance on music.
20. Discuss the influence of the Reformation on music.
21. Give a short sketch of the history of the Oratorio from its origin to the present time.
22. Give a short sketch of the history of the Opera from its origin to the present time.
23. Give a brief description of instruments and instrumental music of the eighteenth century.
24. What do you know of English music up to A. D. 1800?
25. Compare Catholic and Protestant church music.
26. What was the most important result of the secularizing of music in the seventeenth and eighteenth centuries?
27. Write a short essay comparing Bach and Händel.
28. Show the essential differences in method of Oratorio writing between Bach and Händel.
29. What is a Choral? Give its history. What use do Bach and Händel, respectively, make of the Choral?
30. Name a prominent composer of the nineteenth century who makes liberal use of the Choral.

31. Name an Opera in which one of the best known Chorals of the sixteenth century is used as "leitmotif."
32. Describe in outline Händel's "Messiah." Name and describe four remarkable recitatives, four remarkable arias, and four remarkable choruses contained in this work.
33. In the "Messiah" what use does Händel make of (a) the sixth chord, (b) sudden modulations, (c) sudden changes of tempo? Cite examples of each.
34. From which part of the "Messiah" are the following extracts taken? What thoughts did he mean to express by them? Cite Scripture references if you can.

*I Allegro moderato*

*II Larghetto*

*III Pomposo*

35. Give an outline of the history of the Sonata.
36. Give an outline of the history of the Symphony.
37. Compare a Sonata by Ph. E. Bach with one of Beethoven's and one of Brahms's.
38. Compare the methods of the following composers of Symphonies: Haydn, Beethoven, Brahms, Mahler.
39. Who introduced the clarinet into the modern orchestra?
40. Describe the Orchestra (number of instruments and number of players) of the times of (a) Bach, (b) Haydn, (c) Brahms.
41. Compare German, French, and American methods of song-writing.
42. Compare the following Operas: Fidelio, Wilhelm Tell, Faust, Tristan and Isolde.



43. What great events and movements in political history have been of greatest importance in the development of music?
44. Compare a song of Schubert with one of Schumann.
45. Compare Beethoven's Overture to "Egmont" with Wagner's Overture to "Tannhäuser."
46. Name three Oratorios composed in the latter half of the nineteenth century.
47. Compare Mozart's "Magic Flute" with Weber's "Oberon."
48. Name ten prominent composers of the present time. Classify them according to their nationalities. Give your opinion of their works.
50. Name ten prominent pianists of our own time; ten prominent vocalists; ten prominent violinists. Give some characteristics of each.

## **Analysis and Form**

1. What is meant by Form in music?
2. Explain the following: Sonata, Concerto, Concerto-Grosso, Symphony, Cavatina, Partita, Tarantella.
3. Give a short description of the Minuet-form as used by Haydn. Quote one good example.
4. Give the structure of a musical sentence.
5. Analyze Beethoven's Sonata, Op. 49, No. 2, according to the following plan:
  - a. Describe the first subject (its form and number of bars).
  - b. Describe the transition passage. Where does it begin, and what is its thematic source and construction? To which key and in which bar does it modulate?
  - c. Describe the second subject. In which measure does it begin?
  - d. Is there more than one distinct theme in the second subject?
  - e. In what measure does the coda begin?
  - f. What theme is used in the development section?
  - g. What devices does the composer use to develop the theme?  
Describe each phrase of this section, measure by measure.
  - h. In what other ways could a composer develop his subject?
  - j. At what bar does the recapitulation begin?
  - k. Is the transition passage given exactly as in the exposition?
  - l. In what way does the second section differ from the exposition section?
  - m. What cadences are found at Bars 14-15, 19-20, 34-35, 37?



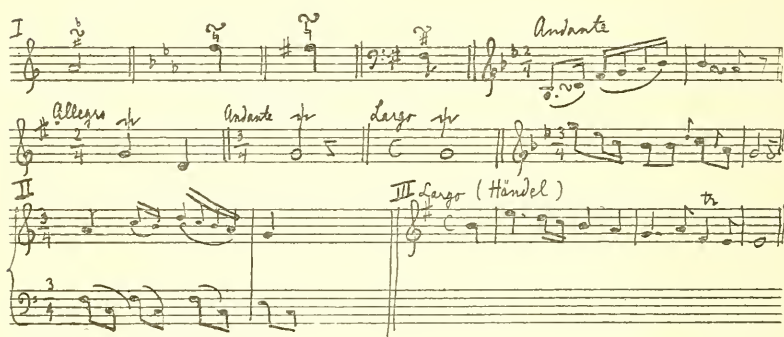
6. Analyze the Scherzo from Sonata, Op. 14, No. 2, by Beethoven.
7. Analyze Sonata in F, No. 7, by Mozart.
8. Analyze the first movement of Sonata in D major by Haydn.
9. Analyze the first movement of Sonata, Op. 2, No. 1, by Beethoven.
10. What is a Concerto? Describe its form and structure by means of an example.
11. What is the difference between a Sonata and a Concerto?
12. Describe the following: Rondo, Scherzo, Minuetto.
13. Compare the Bach Suites with (a) the Sonatas of his son, Carl Phillip Emmanuel; (b) with the Sonatas of Mozart.
14. Name two of Mozart's works, in each of which the Minuetto contains two Trios.
15. Name one of Bach's violin Sonatas which contains two minuets.
16. Give an example from Beethoven of canonical imitation developed from the primary theme of a symphonic movement.
17. Write two one-bar motifs in major and two one-bar motifs in minor, in each of the following time signatures:  $\frac{3}{4}$ ,  $\frac{4}{4}$ ,  $\frac{9}{8}$ .
18. Write a four-bar phrase in major; and a four-bar phrase in minor.
19. Write all the primary and secondary themes which you would use in the first movement of a Sonata the key of which would be E minor.
20. Compare the structure of (a) a Sonata with a Quartet; (b) a Sonata with a Symphony.

## Interpretation

1. How, without the actual pedal signs, can the correct pedaling be determined by the structure of the phrase?
2. What use would you make of the damper pedal in the first movement of Beethoven's Moonlight Sonata?
3. Give the English equivalent of the following Italian terms: Molto agitato, Sotto voce, Smorzando, D. C. all'Fine, Suave, Meno, Mosso, Pomposo, Staccato, Legato, Colla Parte, Tacet.
4. Give the Italian equivalent of the following: broadly, softly, dying out, not so fast, gradually faster, gradually louder, suddenly, majestically, timidly, left hand, right hand, in a dignified manner.
5. Name six essential points to be considered in an artistic interpretation of a piece of music.
6. What is Program Music? Illustrate your answer.

7. How do titles of pieces suggest their correct interpretation? Give examples.
8. What suggestions for interpretation do you gather from the following titles: Sonata, Rondo, Rondino, Scherzo, Moto Perpetuo?
9. In what way does the period in which a composition was written affect its tempo?
10. Give the approximate metronome numbers of the following tempo indications: (a) Allegro moderato, (b) Allegro ma non troppo, (c) Andante, (d) Vivace assai, (e) Grave, (f) Molto presto.
11. Give ten tempo indications graduating from metronome number 56 to 156.
12. Which tempo (metronome numbers) do you consider suitable for each of the following pieces: (a) Gavotte, (b) Sarabande, (c) Bourré, (d) Scherzo, (e) Minuet, (f) Tempo di minuetto, ma molto moderato e grazioso (Beethoven, Op. 30, No. 3)?
13. Define musical Graces. Name six different kinds.
14. Explain the Appoggiatura. Give rules of its use in music of the classic period.
15. How do modern composers write the Appoggiatura? Give examples.
16. Explain the acciaccatura. Give examples.
17. What is the reason for the difference in the writing of the Appoggiatura in classic and in modern music?
18. What is a Turn?
19. What is meant by the auxiliary sounds of a Turn?
20. Are the auxiliary sounds of a Turn concordant or discordant to the prevailing harmony?
21. What is a Mordent? Explain the name.
22. Name the broad differences between the Trill of the time of Bach and Händel and the modern Trill.
23. Enumerate some occasions when it is necessary to begin the classic Trill upon the principal note.
24. What is the most usual form of termination applied to the Trill in the music of (a) Bach, (b) Mozart, (c) Chopin (slow movements).
25. What is meant by "embellished prefix"? Give examples.
26. What is meant by Phrasing?
27. Explain the difference between rhythm and measure; between natural accent and artificial accent.
28. Explain how the pedaling of a piano piece affects the musical phrasing.

29. Write in exact notation the embellishments in Exercise I.
30. In Exercise II substitute a small untimed note for each Appoggiatura.
31. How should the Trill in Exercise III be played? Write it out and explain the use that should be made of the time value of the dot.



## Music Pedagogy

1. *a.* Explain how you would teach a beginner (1) notation, (2) rhythm.
- b.* How would you explain to a beginner (1) the keyboard, (2) the mechanism of the piano.
2. Write ten ear-training exercises illustrating the first half year's work.
3. How and when would you teach to a class of beginners (a) the major and minor scales, (b) the major and minor triads?
4. By what means would you develop the musical memory of a child ten years old, who is just beginning music?
5. Describe the mental process known as Association, in its relation to memory training.
6. What means would you use to develop (a) a sense of pitch, (b) a sense of rhythm, in a pupil of seven and fourteen years, respectively?
7. Explain the hand training given a pupil the first half year.
8. What should be the primary aim of a teacher of young children?
9. Outline a two-year course for a child of seven years, and also a course for a child of fourteen years, both children being of average ability and able to practice only one hour a day.

10. Give an outline of the first year's work in kindergarten music. Name fourteen composers whose work you would use. Cite two compositions of each.
11. Outline a four-year course in piano for two pupils of ten years of age. One of them will practice one hour daily through the whole course; the other one-half hour the first year, two hours the second year, and four hours the third and fourth years.
12. How would you correct the following faults in a child: (a) stiff wrist, (b) hard finger action, (c) weak fourth finger, (d) non-legato playing?
13. Write ten dictation exercises, pitch and rhythm, to be used in each of the first three years of the music course.
14. How would you explain the difference in simple and compound time to a class of children?
15. Give a list of ten (a) legato studies, (b) staccato studies, (c) left-hand studies, in progressive order.
16. Write in the order of difficulty, a list of sonatinas and sonatas.
17. What considerations would determine your choice of pieces for children?
18. Name four compositions of light nature (by standard composers) equivalent in technical difficulty to Mozart's Sonata in C major.
19. Name four compositions of light nature (by standard composers) equivalent in technical difficulty to Foote's First Year of Bach.
20. Finger the Two-part Invention in A minor by Bach. Add commas to indicate phrasing.









# Meredith College

Raleigh, North Carolina

## Quarterly Bulletin



Nineteenth Catalogue Number

Announcements for 1918-1919







Series 11

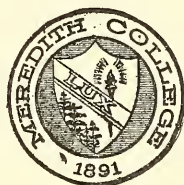
March, 1918

Number 3

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1918



# Contents

	PAGE
Calendar .....	9
Calendar for the Year.....	10
Board of Trustees.....	11
Committees of the Trustees.....	12
Officers of Administration and Instruction.....	13
Committees of the Faculty.....	16
Officers of the Alumnæ Association.....	16
Meredith College .....	17
Foundation .....	17
Location .....	18
Buildings .....	18
Laboratories .....	19
Library .....	19
General Information .....	21
Religious Life .....	21
Government .....	22
Physical Education .....	22
Hygiene and Care of Sick.....	23
Literary Societies .....	23
Publications .....	24
Lecture Course .....	24
Concerts .....	25
Commencement, 1917 .....	25
State Literary and Historical Association.....	25
Expenses .....	26
Tuition .....	26
Fees .....	26
Table Board .....	26
Room Rent .....	27
Expenses for the Year in the Literary Course.....	27
Payment of Fees.....	28
Admission Requirements .....	30
Admission to College Classes.....	31
Conditioned Students .....	31
Special Students .....	32
Routine of Entrance.....	32



Admission:	PAGE
Definition of Entrance Requirements.....	33
Latin .....	33
French .....	33
German .....	34
English .....	34
Mathematics .....	38
History .....	39
Science .....	42
Bible .....	43
Requirements for Graduation.....	45
Degrees .....	45
Bachelor of Arts.....	45
Bachelor of Science.....	46
Junior College Diploma.....	46
General Regulations for Academic Work.....	47
Credits .....	47
Reports .....	47
Conditions and Deficiencies .....	47
Outline of Course for the A.B. Degree.....	49
Outline of Course for the B. S. Degree.....	51
Outline of Courses for the Junior College Diplomas.....	52
Schedule of Recitations.....	53
Schedule of Laboratory Work.....	54
Courses of Instruction.....	55
I. Latin and Greek.....	55
II. French .....	57
III. German .....	60
IV. English .....	61
V. Mathematics and Astronomy.....	63
VI. History .....	65
VII. Natural Science .....	67
VIII. Bible and Philosophy.....	69
IX. Education .....	71
X. Home Economics .....	75
School of Art .....	81
Admission and Conditions .....	81
Requirements for Graduation.....	82
Outline of Course for Diploma in Art.....	83
Course in Art Education.....	85

	PAGE
School of Music.....	87
Faculty .....	89
Aim and Equipment.....	91
Admission to Music Classes.....	91
Literary Requirements .....	91
Musical and Technical Requirements.....	92
Piano .....	92
Organ .....	93
Violin .....	93
Voice .....	94
Theory .....	94
Conditioned Students .....	94
Irregular Students .....	95
Requirements for Graduation.....	95
Public School Music.....	96
Musical Composition .....	96
Students' Recitals .....	96
Concerts .....	97
Music Supplies .....	97
Outline of Course for Diploma in School of Music.....	98
Schedule of Recitations.....	100
Theoretical Courses .....	101
Theory .....	101
Harmony .....	101
Analysis .....	103
Composition .....	103
History of Music.....	104
Music Pedagogy .....	104
Public School Methods.....	105
Ensemble Playing .....	105
Interpretation Class .....	106
Chorus and Choir Training.....	107
Department of Pianoforte.....	107
Department of Organ.....	109
Department of Violin.....	110
Department of Voice Culture.....	112
Needs of the College.....	113
Register and Summary of College Students.....	115
Register and Summary of Art Students.....	122
Register and Summary of Music Students.....	124
Summary of all Students Taking College Work.....	130
Summary by States.....	130



## Calendar

1918

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	1	2	3	4	5	7	1	2	3	4	5	6	7	1	2	3	4	5	6	6	7	1	2	3	4	5
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20	21	22	23	24	25	26	21	22	23	24	25	26	27	21	22	23	24	25	26	27	20	21	22	23	24	25	26
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1919

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30	31																											

## Calendar for the Year 1918-1919

Sept.	10.	Tuesday	FIRST SEMESTER begins.
Sept.	10-11.		MATRICULATION and REGISTRATION of all students.
Sept.	12.	Thursday	LECTURES and CLASS WORK begin.
Nov.	28.	Thursday	THANKSGIVING DAY; a holiday.
Dec.	20.	Friday	3:30 p. m. CHRISTMAS RECESS begins.
Jan.	7.	Tuesday	8:30 a. m. CHRISTMAS RECESS ends.
Jan.	14-22.		FIRST SEMESTER examinations.
Jan.	22.	Wednesday	MATRICULATION and REGISTRATION of new students.
Jan.	23.	Thursday	LECTURES and CLASS WORK of second semester begin.
Feb.	6.	Thursday	FOUNDERS' DAY; a half holiday.
April	22.	Tuesday after	EASTER; a holiday.
May	16-24.		SECOND SEMESTER examinations.
May	24.	Saturday	STUDENTS must submit to the Dean their schedule of work for 1919-1920.
May	24-27.		COMMENCEMENT.

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WILLIAM ARTHUR YOST.....	Raleigh
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\*Deceased.

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\*Faculty of 1917-1918 arranged in order of rank and appointment.

†This includes only those members of the faculty offering work toward the A.B. and B.S. degrees. For the faculty of other Schools see pages 81, 89-90.

§Giving one or more courses towards the A.B. and B.S. degrees.

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UNIVERSITY.

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INSTRUCTOR IN ENGLISH COMPOSITION.

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PROFESSOR OF ART HISTORY.

†CHARLOTTE RUEGGER,

FIRST PRIZE WITH HIGHEST DISTINCTION IN VIOLIN, ROYAL CONSERVATORY, BRUS-  
SELS, UNDER JEAN BAPTISTE COLYNS; SPECIAL VIOLIN PUPIL OF CESAR THOM-  
SON, FLORIAN ZAJIC; FIRST PRIZES IN THEORETICAL WORK, ROYAL  
CONSERVATORY, BRUSSELS, UNDER F. A. GEVAERT, EDGAR TINEL,  
JOSEPH DUPONT, EMILE HUBERTI, F. W. KUFFERATH,  
MARIE TORDEUS.

PROFESSOR OF THEORETICAL WORK.

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\*Deceased. The vacancy was filled by her predecessor, Marie White, B.S., until  
the election of Lydia May Boswell, B.S., Denison University.

†Giving one or more courses toward the A.B. and B.S. degrees.

WILLIAM JASPER FERRELL, A.B.,

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BURSAR.

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## Committees of the Faculty

*Advanced Standing.*—Miss Colton, Miss Paschal.

*Appointments.*—President Brewer, Professor of Education, Miss Ruegger.

*Athletics.*—Miss Royster, Mr. Williams, Miss Bailey.

*Bulletin.*—President Brewer, Miss Colton.

*Catalogue.*—Miss Paschal, Miss Stark, Miss Steele.

*Classification.*—The Dean, with the heads of the departments.

*Executive.*—President Brewer, Miss Paschal, Miss Poteat, Miss Law.

*Grounds.*—Miss Poteat, Dr. Carroll, Mr. Williams, Mr. Ferrell.

*Lectures.*—President Brewer, Miss Colton, Mr. Freeman, Miss Marshbanks.

*Library.*—Mr. Freeman, Miss Law, Miss Allen.

*Public Functions.*—Miss Paschal, Miss Ruegger, Mrs. Ferrell.

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## Officers of the Alumnæ Association for 1917-1918

*President,* Mrs. Robert Nirwana Simms.....Raleigh, N. C.

*Vice-President,* Bertha Lucretia Carroll.....Raleigh, N. C.

*Recording Secretary,* Lossie Stone.....Apex, N. C.

*Corresponding Secretary,* Mary Susan Steele.....Raleigh, N. C.

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*Secretary Meredith Clubs,* Ella Graves Thompson....Leasburg, N. C.

# Meredith College

## Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

By the last Treasurer's report, May 1, 1917, the value of the College grounds and buildings was \$261,500, and of the equipment \$42,550, making a total value of the real property and equipment of \$304,050. The productive endowment, by the same report, was \$125,502.09, the non-productive fund \$29,550, and the deferred endowment \$15,000, making a total endowment fund of \$170,052.09, and a grand total of \$474,102.09. By the Bursar's report of the same year the receipts from students and miscellaneous sources, with assets, were \$79,026.61. The General Education Board has recognized the worth of the College by voting aid to the endowment fund.

The Baptist State Convention, in its 1917 session, instructed its Board of Education to begin a campaign to raise a large sum for the further endowment and equipment of the Baptist system of schools and colleges. As Meredith College belongs to this system its endowment will eventually be increased from this source.\*

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\*See page 113, Needs of the College.

## Location

Meredith College is admirably located in Raleigh, the educational center of the State. The number of schools and colleges is due not only to the broad educational interests centering in the State Capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is 365 feet above sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts.

The College itself is in the center of the city, near the Capitol, and only a few blocks from the State and Olivia Rane libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle, respectively; churches of other leading denominations are also near. Among the many advantages of college life in the Capital City is the opportunity of hearing concerts and important addresses by distinguished speakers in the city auditorium and of attending the meetings of the State Legislature, the annual meeting of the North Carolina Literary and Historical Association, the State Social Service Conference, and other noteworthy gatherings.

## Buildings

The College has at present eight buildings: Main Building, Faircloth Hall, Home Economics Building, East Building, and four cottages.

The Main Building, completed in 1899, contains the chapel, executive offices, classrooms, laboratories, library, art studio, living rooms, and dining room.

Fairecloth Hall, built in 1904, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The Home Economics Building, purchased in 1913 and first used in 1914, contains the lecture room and laboratories of the department of Home Economics, and the president's living rooms.

The East Building, purchased in 1899, contains dormitory and dining rooms.

Each of these buildings, except the Home Economics Building, is of brick. All are lighted by electricity and heated by steam, and have bath rooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, show ample provision for comfort and health.

The North and South cottages, purchased in 1900, and the Person Street cottage, purchased in 1916, are heated by stoves or grates, but in other respects are equipped like the other buildings. The first two cottages, together with the East Building and fifteen rooms of Faircloth Hall, are reserved for the girls who board in the East Building.

The regulations for all buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the college year.

## Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals and apparatus for individual work in Chemistry, Physics, Biology and Home Economics.

The State Museum, to which additions are continually being made, is of much service to the Department of Science.

## Library

The library is in charge of a trained librarian and is scientifically classified and catalogued. Three hundred and fifty-nine volumes have been added to the library during the current year.



There are six thousand forty-one volumes and fifteen hundred pamphlets in the library. These have been selected by heads of departments, and are in constant use by the students. Sixty magazines, twenty-five college magazines, and seventeen newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library, of some fourteen thousand, and the State Library of fifty-two thousand volumes, are open to students and are within three blocks of the college. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

# General Information

## Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Women's Christian Association is the largest voluntary student organization in the College. The work and direction of this body are under the management of the students, assisted by a faculty advisory committee. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night and, in addition, there is a short prayer meeting every morning. The first meeting in each month is set apart for the subject of Missions, and is in charge of the Young Women's Auxiliary, which has been organized as a part of the Young Women's Christian Association of Meredith College. This organization directs the mission work of the Association and assists the other Young Women's Auxiliaries of the State in the support of Miss Sophie Stephens Lanneau, a Meredith graduate, who is now a missionary in Soochow, China. Besides Miss Lanneau, there are six other former Meredith students doing mission work in foreign fields.

Four Bible study and five Mission classes, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of Mission work. During the past year there has been a Student Volunteer Band of five members.

## Government

A system of student government prevails in the College, the basis of which is a set of regulations submitted by the Faculty and adopted by the students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the College.

## Physical Education

All students when entering College are given a physical examination by the Resident Physician and Physical Director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the College grounds are courts for tennis, basketball, volley ball and archery; and a well equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars and flying-rings.

Every student not a senior is required to exercise four half-hours a week from November first to April first. As far as possible students are organized in classes according to the number of years that they have had the work. Basketball, volley ball, or tennis may be substituted twice a week for the regular class work.

Students are credited in the physical and field work on the basis of faithfulness and punctuality.

An annual exhibition of the class work is held in April, and ribbons and letters are given upon the basis of proficiency. At the close of the inter-class basketball games letters are awarded to the five best players. A handsome silver loving cup is also offered yearly to the team winning in an inter-class basketball contest. To the champions of the inter-class tennis tournament letters are awarded.

The Athletic Committee of the Faculty, with the Physical Director, has control of all field sports.

## Hygiene and Care of the Sick

Once a week during the year the Physician in charge lectures to the student body on General Hygiene and the Care of the Body. For six weeks in the second semester these lectures embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The Physician in charge holds office hours at the College, at which time the students may consult her upon all subjects of hygiene or relative to their personal health. The general laws of health are enforced so far as possible. It is the purpose of the College Physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

## Literary Societies

There are two Literary Societies, Philaretian and Astrotekton, meeting every Saturday night. These societies are organized to give variety to the college life and to promote general culture.

Students will draw for membership in the societies in such a proportion as to make the membership in the two societies equal. Students who have had a sister in a society may be assigned to that one, and so be excused from drawing.

Each society offers a Memorial Medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will also detract from the interest and value of the literary societies. The organization of sororities or secret clubs of any sort is, therefore, prohibited.

## College Publications

### By the College

*The Bulletin*.—This is the official publication of the College, and appears quarterly. It will be mailed to any address regularly upon request to the President.

### By the Students

*The Acorn*.—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

*Oak Leaves*, the College Annual, is pulished by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

## Lecture Course

Each year the College provides a number of lectures in order that the students may have the educational advantage of hearing eminent speakers.

For the year 1917-1918 the regular course has been as follows:

Louis Umfreville Wilkinson, M.A., LL.D.,  
*Lloyd-George, England's Master Mind.*

William J. McGlothlin, D.D.,  
*Original Christianity.*  
*The Catholic Church.*  
*The Reformation.*  
*Anglicans and Methodists.*  
*The Baptists.*

## Other Lectures

Frank Clyde Brown, Ph.D.,  
*Origin and History of National Songs.*  
James Clyde Turner, A.B., Founders' Day Address.  
Clarence D. Usher, M.D.,  
*Political and Religious Conditions in Turkey.*  
James Melvin Broughton, A.B.,  
*The Father of His Country.*

## Concerts

MADAME FRANCESCA ZARAD, *Soprano*

Historical Series by the Music Faculty of Meredith College:

Italian Music of the Seventeenth and Eighteenth Centuries.  
French Music of the Seventeenth and Eighteenth Centuries.  
Music of Bach and Händel.

## Commencement, 1917

Henry Alford Porter, D.D., Baccalaureate Sermon; Missionary  
Sermon.  
Charles McLean Andrews, Ph.D.,  
*Constructive Aspects of the War.*

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## The State Literary and Historical Association

For several years most of the evening sessions of the State Literary and Historical Association have been held in the College auditorium. At the eighteenth annual session the evening addresses were as follows:

Gaillard Hunt, Litt.D., LL.D.,  
*The State Department.*  
Paul Brandon Barringer, M.D., LL.D.,  
*The Influence of Adverse Conditions Upon the Early History of North Carolina.*

# Expenses

## Tuition Each Semester

College Course .....	\$35.00
Literary and Theoretical Work in Music Course (see p. 98)...	35.00
Public School Music (music students).....	5.00
*Piano .....	\$32.50, 40.00
Organ .....	40.00
*Violin .....	40.00
Voice .....	\$30.00, \$32.50, 40.00
Art .....	30.00
China Painting .....	30.00

## Fees Each Semester

Matriculation fee (applied on semester's tuition).....	10.00
Chemical Laboratory fee .....	2.50
Biological Laboratory fee .....	1.00
Cooking Laboratory fee .....	7.50
Sewing Laboratory fee .....	1.00
Library fee .....	1.00
Lecture fee .....	.75
Gymnasium fee .....	1.00
Medical fee .....	2.50
Ensemble or Chamber Music.....	.50
Interpretation Class .....	.50
Use of Piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of Pedal Organ one hour daily .....	6.00
Use of Pedal Piano one hour daily.....	4.00
Use of Pipe Organ, per hour.....	.25

## Table Board Each Semester

Main Building .....	70.00
East Building .....	41.50

\*In the department of Preparatory Music, music tuition is as follows: Piano, primary, and first and second preparatory years, \$25.00 a semester; third and fourth preparatory years, \$30.00 a semester; Violin (if taken under an instructor), \$30.00 a semester.



## Room Rent Each Semester

Including fuel, light, and water:

Main Building	{ Front rooms or two-girl rooms.....	\$22.50
	{ Other rooms in Main Building.....	20.00
Faircloth Hall	{ Front rooms .....	22.50
	{ Other rooms in Faircloth Hall.....	20.00
East Building	.....	17.50
Cottages	.....	16.25

## Expenses for the Year in the Literary Course

In Main Building:

Board, room, lights, fuel, and bath.....	\$180.00 to \$185.00
Tuition, College Course .....	70.00
Medical fee .....	5.00
Library fee .....	2.00
Gymnasium fee .....	2.00
Lecture fee .....	1.50

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Total.....\$260.50 to \$265.50

In the East Building this amount is from \$47.00 to \$64.50 less, depending upon room.

All bills are due in advance for the semester, but for the convenience of patrons, payments may be made at the beginning of each quarter.

Students who pursue Music and Art may take one literary subject at a cost of \$10.00 a semester.

Students pursuing one special course may take one literary subject at \$12.50 a semester, or two literary subjects at \$25.00 a semester, or three literary subjects at \$32.50 a semester.

Special students may elect Art History or one theoretical course in the School of Music at \$12.50 a semester, or two theoretical courses in the School of Music at \$25.00 a semester.

Students in the A.B. or B.S. course may elect Art History or theoretical courses in the school of Music which count toward their degree at \$6.25 each semester.

Graduation fee, including diploma, \$5.00.

Nonresident students are excused from the payment of the medical fee and also of the gymnasium and lecture fees unless they wish to take these courses, but are required to pay the library fee if they take any class work.

Nonresident students may take one course in Home Economics at \$15.00 a semester or two courses in Home Economics at \$25.00 a semester.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the College Physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the Executive Committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

In the East Building the students, under the direction of an experienced housekeeper, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this building is thus reduced to \$41.50 a semester. Ten dollars is due at the beginning of each semester, and \$9 at the beginning of each of the other school months. This year one hundred and ten students have taken their meals in East Building.

## The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the Bursar the matriculation fee of \$10 before registering with the Dean.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with the Dean at the appointed time will be required to pay the Bursar an additional fee of \$1 and to show receipt for the same to the Classification Committee. This special fee of \$1 will be required of those who are late in entering as well as of those who neglect to arrange their courses with the Classification Committee, and will not be deducted from any bill. For time of registration, see page 32.

To secure rooms, application must be accompanied by a deposit of \$5. No definite room can be assigned except at the College office. Any preference in rooms will be given in the order of application.

The \$5 room fee deposit and the \$10 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

## Admission Requirements

Students are admitted either (A) by certificate or (B) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other States accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the President, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the President not later than August 1st of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate, properly filled out and signed by the principal, is presented to the College.

B. Students desiring to be admitted under the second of these conditions should see page 34.

Students applying for advanced standing should read *Credits*, page 47.

## Admission to College Classes

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer :

Latin .....	4	units.
or		
Latin .....	3	units
and		
French or German .....	2	units
English .....	3	units.
Mathematics: { Algebra .....	1.5	units.
{ Geometry .....	1	unit.
Elective* .....	4.5 or 3.5	units.
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Total.....	14	units.

Every candidate for the B.S. degree in Home Economics must offer :

French† .....	2	units.
German† .....	2	units.
English .....	3	units.
Mathematics: { Algebra .....	1.5	units.
{ Geometry .....	1	unit.
Elective‡ .....	4.5	units.
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Total.....	14	units.

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\*The elective units must be selected from the following: History, Bible, Science, Cooking, Agriculture, Vegetable Gardening, Commercial Geography, a fourth unit in Latin, an additional unit in French or German, an additional half-unit in Plane Trigonometry, Solid Geometry, or Advanced Algebra. Not more than four half-unit courses will be accepted.

†An equal amount of Latin may be substituted for either French or German or for both French and German. No single unit, however, in any foreign language will be accepted unless work in that language is continued.

‡The required and elective subjects allowed for entrance to the A.B. course may be offered; also, a half-unit in Mechanical Drawing, Free-hand Drawing, or Sewing may be offered. Not more than four half-unit courses will be accepted.

## Conditioned Students

A freshman may be conditioned to the extent of two units. These conditions must be removed by the end of the sophomore year at the regular periods set for removing conditions and deficiencies. (See p. 47.) Each of the other classmen may have conditions not exceeding three hours.

## Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week, except mature students living in Raleigh.

## Routine of Entrance

1. *Registration*.—All students, upon arrival at the college, should report at the office of the President and register.

2. *Matriculation*.—On September 10 and 11 all students should report at the office of the Bursar and pay the required fee. Matriculation for the second semester should be completed on or before January 22.

3. *Classification*.—On September 10 and 11 all students will appear before the Classification Committee in order to have their schedules for the semester arranged. All schedules must be approved by the Dean. Those desiring credit for college courses must apply to the Committee on Advanced Standing.

Schedules for the second semester will be arranged by the Dean on or before January 22.

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Meredith Academy was discontinued at the close of the 1916-1917 session. During the session of 1918-1919 subfreshman classes in English and Mathematics, if necessary, will be organized to help meet the deficiencies of students conditioned in the last year of their high school work. The college maintains a department of Preparatory Music.

## Definition of Entrance Requirements

### LATIN (4 units)\*

#### FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax. D'Ooge, *Latin for Beginners* is recommended.

#### SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

#### THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. Grammar, Allen and Greenough recommended. At least one period a week should be devoted to prose composition. Baker and Inglis, *High School Course in Latin Composition*, Part II, is recommended.

#### FOURTH-YEAR LATIN (1 UNIT)

(4) Virgil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week. Baker and Inglis, Part III.

### FRENCH (2 units)\*

#### FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in pronunciation; Fraser and Squair, *French Grammar*, Part I (or its equivalent); reading of 150-200 pages of easy French. For suggested texts for reading, see Elementary French A, page 57.

#### SECOND-YEAR FRENCH (1 UNIT)

B. Fraser and Squair, *French Grammar*, Part II; reading of 300-400 pages of French. For suggested texts for reading, see Elementary French B, page 57.

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\*Instead of four units of Latin, three units of Latin and two units of French or German may be offered. If four units of Latin are presented, French or German may be offered as elective units; however, no single unit in any foreign language will be accepted unless work in that language is continued.



**GERMAN (2 units)\*****FIRST-YEAR GERMAN (1 UNIT)**

A. Drill in pronunciation; Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II (or its equivalent); reading of 150-200 pages of German. For suggested reading texts, see Elementary German A, page 60. One whole year's work.

**SECOND-YEAR GERMAN (1 UNIT)**

B. Paul V. Bacon, *German Grammar*, finished (or its equivalent); reading of 300-400 pages of German. For suggested reading texts, see Elementary German B, page 60. One whole year's work.

**ENGLISH (3 units)**

Upon the recommendation of the National Conference on Uniform Entrance Requirements in English, the following requirements have been adopted, 1915-1919:

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

**GRAMMAR AND COMPOSITION**

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

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\*Instead of four units of Latin, three units of Latin and two units of French or German may be offered. If four units of Latin are presented, French or German may be offered as elective units; however, no single unit in any foreign language will be accepted unless work in that language is continued.

## LITERATURE.

The second object is sought by means of two lists of books, headed respectively, *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

*A. Reading.*

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I:

Group I. Classics in Translation: The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Æneid*.

(The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.)

For any selection from this group a selection from any other group may be substituted.

Group II. Shakspeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Caesar*,\* *Macbeth*,\* *Hamlet*.\*

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\*If not chosen for study under B.

Group III. Prose Fiction: Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney, *Evelina*; Scott's Novels, any one; Jane Austen's Novels, any one; Maria Edgeworth, *Castle Rackrent*, or *The Absentee*; Dickens' Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell, *Cranford*; Kingsley, *Westward Ho*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*; Cooper's Novels, any one; Poe, *Selected Tales*; Hawthorne, *The House of the Seven Gables*, or *Twice-Told Tales*, or *Mosses from an Old Manse*.

A collection of Short Stories by various standard writers.

Group IV. Essays, Biography, etc.: Addison and Steele, *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages); Boswell, Selections from the *Life of Johnson* (about 200 pages); Franklin, *Autobiography*; Irving, Selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, Selections from the *Essays of Elia* (about 100 pages); Lockhart, Selections from the *Life of Scott* (about 200 pages); Thackeray, Lectures on Swift, Addison, and Steele, in the English Humorists; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay*; Trevelyan, Selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies*, or Selections (about 150 pages); Dana, *Two Years Before the Mast*; Lincoln, Selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage and Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.

A collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of Letters by various standard writers.

Group V. Poetry: Palgrave, *Golden Treasury* (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series): Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Traveler* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish Ballads, as, for example, some *Robin Hood Ballads*, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott, *The Lady of the Lake* or *Marmion* (Home and School Library); Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, “*De Gustibus—*,” *Instans Tyrannus*; Arnold, *Sohrab and Rustum*, and *The Forsaken Merman*; Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

### B. Study.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama: Shakspeare, *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II. Poetry: Milton, *L'Allégre*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

Group III. Oratory: Burke, *Speech on Conciliation with America*; Macaulay, *Speech on Copyright*, and Lincoln, *Speech at Cooper Union*; Washington, *Farewell Address*, and Webster, *First Bunker Hill Oration*.

Group IV. Essays: Carlyle, *Essay on Burns*, with selections from Burns' *Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners*.

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade. No candidate will be given full credit for the masterpieces if read in a lower grade, or if several other masterpieces are crowded into the same year with these.

### MATHEMATICS (2.5 units)\*

#### ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: the four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportion, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

#### PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good text-book in plane geometry, a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

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\*An additional half unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given in any case.



## HISTORY (Elective)

The candidate may offer as many as three of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

or

Robinson and Breasted, *Outlines of European History*, Part I, from ancient times to the eighteenth century (1 unit).

Robinson and Beard, *Outlines of European History*, Part II, from the eighteenth century to the present day (1 unit).

These two new books follow the recommendation of the Committee of Five of the American Historical Association, and of the Report on *Social Studies in Secondary Education for 1916*, No. 28, published in the *United States Bulletin of Education*. Schools are strongly urged to adopt these books for a two years' course in history.

### ANCIENT HISTORY (1 UNIT)

TEXT-BOOKS.\*—Breasted, *Ancient Times* (Ginn & Co.); West, *Ancient World*, Revised Edition (Allyn and Bacon); Westermann, *The Story of the Ancient Nations* (D. Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; J. S. White, *The Boys' and Girls' Herodotus*; Cox, *Tales of Ancient Greece*; Davis, *Readings in Ancient History*; Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Webster, *Readings in Ancient History*; Wheeler, *Alexander the Great*; and Ginn & Co., *Classical Atlas*.

### MEDIÆVAL AND MODERN HISTORY (1 UNIT)

TEXT-BOOKS.\*—Harding, *New Mediæval and Modern History* (American Book Co.); Robinson, *Mediæval and Modern Times* (Ginn & Co.); West, *The Modern World* (Allyn and Bacon); or an equivalent.

The following books are suggested for a school library for supple-

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\*Any one text-book of the group is accepted.

mentary work: Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; Dawson, *The Evolution of Modern Germany*; Day, *A History of Commerce*; Hayes, *A Political and Social History of Modern Europe* (two volumes); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Ogg, *The Governments of Europe*; Robinson, *Readings in European History* (two-volume edition); Symonds, *Short History of the Renaissance*; and Dow, *Atlas of European History*.

#### ENGLISH HISTORY (1 UNIT)

TEXT-BOOKS.\*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Industrial History of England*; Cheyney, *Readings in English History*; Cross, *A History of England and Greater Britain*; Gardiner, *Student's History of England*; Gibbons, *The Industrial History of England*; Green, *A Short History of the English People*; Hayes, *British Social Problems*; Montague, *Elements of English Constitutional History*; Tout, *A History of Great Britain*; Tuell and Hatch, *Selected Readings in English History*; and Gardiner, *School Atlas of English History*; Low and Pulling, *Dictionary of English History* (Cassell).

#### AMERICAN HISTORY (1 UNIT)

TEXT-BOOKS.\*†—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History*, Revised Edition (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Beard, *American Citizenship*; or an equivalent.

The following books are suggested for a school library for supplementary work: *The American Nation* (Harpers, twenty-seven volumes. Get especially volumes 22, 23, 24, 25, which cover the period since 1865); Bassett, *A Short History of the United States*; Coman, *Industrial History of the United States*; Beard, *American Govern-*

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\*Any one text-book of the group is accepted.

†A book on Civil Government alone will not take the place of one on American History.



*ment and Politics*; Dewey, *Financial History of the United States*; *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; *The Riverside History of the United States* (four volumes); *Statistical Abstract of the United States*; *World Almanac*; Jameson, *Dictionary of United States History*, and McCoun, *Historical Geography of the United States*.

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All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work on special topics from fuller accounts in the school library should cover at least four hundred pages more.

The following further exercises are recommended: Reading notes, in ink; map-drawing; a few written reports on subjects assigned the student.

Teachers are urged to get a copy of the *Report of the Committee of Seven on the Teaching of History* (Macmillan, fifty cents); *Revised Report of the Committee of Five* (Macmillan, twenty-five cents); Bourne, *The Teaching of History and Civics* (Longmans), or Johnson, *The Teaching of History* (Macmillan); and of the *Hand Book for High School Teachers Containing Courses of Study for North Carolina*, from the office of the Superintendent of Public Instruction, Raleigh. *The History Teacher's Magazine* (McKinley Pub. Co., Philadelphia) will be found invaluable.

The National Board for Historical Service, 1133 Woodward Building, Washington, D.C., and the United States Bureau of Education are issuing very helpful *War Supplements* and *Teachers' Leaflets* that no teacher of history can afford to be without. The War Supplement comes with *The History Teachers' Magazine*, which is co-operating with the National Board for Historical Service.

Outline map books for each period and loose-leaf note-books may be obtained from Atkinson, Mentzer & Grover, of Chicago, or map books from the McKinley Publishing Co., of Philadelphia. A syllabus, or printed outline, is helpful, makes the work definite, and saves time. Several good ones are already published.

In the text-book library of the Department of Education there are many of the texts referred to above.

The head of the department will be glad to send a copy of the directions used in written history lessons, tests, and note-book work to any teacher preparing students for the College.

## SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE ( $\frac{1}{2}$  UNIT OR 1 UNIT)\*

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

TEXT.—Fitz, *Physiology and Hygiene*, or Martin, *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY ( $\frac{1}{2}$  UNIT OR 1 UNIT)\*

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr, *New Physical Geography*.

PHYSICS ( $\frac{1}{2}$  UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note-books.

In order to get full credit the candidate must submit her laboratory note-book which has been certified by her teacher.

TEXT.—Coleman, *Elements of Physics*.

BOTANY ( $\frac{1}{2}$  UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relations of plants to other living things. A large part of this information should be gained by laboratory and field work. In order to get full credit the candidate must submit her laboratory note-books.

CHEMISTRY ( $\frac{1}{2}$  UNIT OR 1 UNIT)

The course should include the general laws and theories of Chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds. The candidate must submit her laboratory note-book which has been certified by her teacher.

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\*A student who has not had the equivalent of four one-hour recitations a week throughout the school year in Physiology or Physical Geography will not be given full credit for that subject. The maximum credit allowed for Physiology and Physical Geography is one and one-half units.

GENERAL SCIENCE ( $\frac{1}{2}$  UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text. A full unit will not be allowed for this course unless the student submits a laboratory note-book which has been certified by her teacher.

COOKING ( $\frac{1}{2}$  UNIT OR 1 UNIT)

A full unit in Cooking will not be given unless a note-book, certified by the teacher, is presented. A half unit or a unit in this subject will be allowed according to the time given to it. Two double laboratory periods will count for two recitations.

## BIBLE (Elective)

- |                                   |            |
|-----------------------------------|------------|
| A. <i>Bible Study.</i>            | } (1 UNIT) |
| B. <i>Sunday School Pedagogy.</i> |            |
| C. <i>Mission Study.</i>          |            |

A. *Bible Study.*

Two hours a week throughout the year.

1. The Bible Section of the *Normal Manual*—sixteen to twenty lessons. This is to serve as an introduction to the study of the Bible.

2. The *Old Testament*—forty lessons.

- a. McLearn, *Old Testament History*, abridged edition.
- b. Readings in the historical books. These will be assigned by the teacher and will average one chapter for each lesson.
- c. Readings in the Prophets, *Isaiah*, Chapters 5, 6, 53, 60, 61; the following books: *Amos*, *Nahum*, *Haggai*, *Malachi*.
- d. Readings in the poetical books, *Job* 28; *Psalms* 1, 2, 8, 19, 22, 29, 51, 84, 90, 103, 119, 137, 147, 148; *Proverbs* 1, 2, 3, 4, 5, 6, 20, 31; *Ecclesiastes* 11: 9-12: 14.

3. The *New Testament*—forty lessons.

- a. McLearn, *New Testament History*, abridged edition.
- b. Kerr, *Harmony of the Gospels*—the analysis and enough of the text to get a connected view of the life of Jesus from the *New Testament* itself.

- c. *The Acts of the Apostles.*
- d. One from each of the four groups of Paul's Epistles as follows: *I Thessalonians, Galatians, Colossians, II Timothy.*
- e. *The Epistle to the Hebrews.*
- f. *First Epistle of John.*

### B. *Sunday School Pedagogy.*

One hour a week throughout the year in the study of the *New Normal Manual*—Divisions I and II. If all the time is not needed, it can be used in the Bible work.

### C. *Missions.*

One hour a week throughout the year. The following books are to be used:

- a. State Missions: L. Johnson, *Christian Statesmanship.*
- b. Home Missions: V. I. Masters, *Baptist Home Missions.*
- c. Foreign Missions: T. B. Ray, *Southern Baptist Foreign Missions.*

*Christian Statesmanship* must be taken, and either one of the others.

# Requirements for Graduation

To be entitled to a degree or diploma, the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward one degree or diploma may also be counted toward a second degree or diploma, provided that that subject is one of the prescribed or elective subjects for such second degree or diploma.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are not required to take more than the number of hours necessary to obtain their degrees. No student may take more than sixteen hours of work a week, except by action of the Academic Council.

The maximum number of hours of credit that will be allowed during any session is eighteen.

A student wishing to make up work under a tutor must consult the Dean at the time she arranges her regular work.

## Degrees

The degrees conferred are Bachelor of Arts and Bachelor of Science.

### BACHELOR OF ARTS

To be entitled to the degree of A.B., the candidate must complete, in addition to fourteen entrance units, sixty hours of work. Of the sixty hours required for the degree, twenty-nine are prescribed, fifteen are chosen from one of seven groups of majors and minors, and sixteen are free electives. (Page 49.)

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

## BACHELOR OF SCIENCE.

To be entitled to the degree of B.S., the student must complete the fifty-three hours of prescribed work, and in addition, seven hours of elective work.

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Science.

## Diploma

The College of Arts and Sciences confers one diploma, the Junior College Diploma. To be entitled to this diploma, a student must complete the work as outlined for the Freshman and Sophomore years in the A.B. or B.S. course, except that three hours of work from the Department of Bible may be substituted for three hours in the Sophomore work of the B.S. course, or English Literature 1 may be substituted for French 2, German 2, or History 1.

# General Regulations for Academic Work

## Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects. Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy is the passing grade.

## Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters students are notified if they are not making satisfactory grades.

## Conditions and Deficiencies

A student who fails or is deficient in any respect on the work of the first semester will be allowed to pass off the condition at the time of delinquent examinations in May. If she fails at this time she will be allowed to take another examination on Tuesday, the opening day of the next fall semester. If she fails a second time, she will be required to repeat the semester's work in class.

A student who fails or is deficient in any respect on the work of the second semester will be allowed to pass off the condition on Tuesday, the opening day of the fall semester. If she fails at this time she will be allowed to take another examination at the time of delinquent examinations the next January. If she fails a second time she will be required to repeat the semester's work in class.



Examinations for removing entrance conditions will be given on Tuesday, the opening day of the fall semester, or at the time of delinquent examinations in January and May.

All entrance conditions must be removed by the end of the sophomore year. No student will receive credit for work in any subject until her conditions or deficiencies in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown good reason for it and paid to the Bursar one dollar for the Library Fund. In the case of conflict with other college duties or illness this fee will be remitted.

# Outline of Course for the A.B. Degree

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1*-----	3	(55)	English Composition 1	3	(61)
French 1* } -----	3	(58)	Mathematics 1-----	4	(67)
or } -----			Chemistry 1-----	3	(63)
German 1* } -----	3	(60)			

## Sophomore Year

English Literature 1..	3	(62)	Biology 1-----	3	(68)
History 1-----	3	(65)	Electives†-----	6	

## Junior Year

English Composition 2	1	(62)	Ethics or Sociology---	1½	(70)
Psychology-----	1½	(70)	Electives†-----	11	

## Senior Year

Electives†-----	14	
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In addition to the prescribed hours, each student must elect fifteen hours from one of the following groups:

### Group 1. Latin.

Six hours of Latin, and nine hours of the following:  
French, German, English, Mathematics, History.

### Group 2. French.

- (a) Nine hours of French, and six hours of German; or
- (b) Six hours of French, and nine hours of German, if only one unit of French was offered for entrance.

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\*Those who offer three units of Latin and two units of French or German for entrance, take Latin A4 in the freshman year and Latin 1 in the sophomore year. Those who offer four units of Latin and no French or German for entrance, take Elementary French A or German A in the freshman year; Elementary French B or German B in the sophomore year; and French 1 or German 1 in the junior year. No single course in any foreign language will be counted until a second course in that language is completed.

†Electives may be chosen from the seven groups or the free electives. Pages 49-50. Cooking 1 cannot be elected after the sophomore year.

## Group 3. German.

- (a) Nine hours of German, and six hours of French; or  
 (b) Six hours of German, and nine hours of French, if only one unit of German was offered for entrance.

## Group 4. English.

Six hours of English, and nine hours of the following:  
 Latin, Greek, French, German, History.

## Group 5. Mathematics.

Six hours of Mathematics, and nine hours of the following:  
 French, German, Science, Philosophy.

## Group 6. History.

Six hours of History, and nine hours of the following:  
 Economics, Sociology, English, French, German.

## Group 7. Science.

Six hours of Physics, Chemistry, or Physiology, and nine hours of the following:  
 French, German, Mathematics, English.

In addition to the prescribed hours and the fifteen hours elected from one group, each student must elect enough more hours to complete sixty hours of work. These electives may be chosen from any of the subjects not already elected in any of the groups or from the following subjects. The students are advised to consult their major professor as to their electives. Certain elective courses may not be offered when, in the opinion of the Dean and the professor concerned, a sufficient number of students do not apply for them.

Geology.

Astronomy.

Bible 1-5.

Art History.

Theoretical Courses in Music.

Education 1-4.

Cooking 1-2.

Household Management.

Art Education.

# Outline of Course for the B.S. Degree in Home Economics

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
French 1* } or } German 1* }	3	(58)	Chemistry 1-----	3	(67)
English Composition 1	3	(60)	Cooking 1-----	3	(75)
		(61)	Sewing 1-----	3	(76)

## Sophomore Year

French 2 } or } German 2 }	3	(58)	Biology 1-----	3	(68)
History 1-----	3	(60)	Chemistry 2-----	3	(67)
		(65)	Cooking 2-----	3	(75)

## Junior Year

English Literature 1--	3	(62)	Physiology-----	3	(68)
Economics-----	3	(66)	Sewing 2-----	2	(76)
Physics-----	3	(69)	Household Manage- ment-----	2	(77)

## Senior Year

English Composition 2	1	(62)	Dietetics-----	1½	(76)
Psychology-----	1½	(70)	Cooking 3-----	1½	(75)
Philosophy 2 or 3----	1½	(70)	Electives†-----	7	

\*If three units of Latin and only one of French or German are offered for entrance, Elementary French B or Elementary German B must be taken in the freshman year; and French 1 or German 1 in the sophomore year. If four units of Latin and no French or German are offered for entrance, Elementary French A and B or Elementary German A and B must be taken in the freshman and sophomore years, respectively. No single course in any foreign language will be counted until a second course in that language is completed.

†A.B. required subjects or electives not already taken.

# Outline for the Junior College Diploma in the A.B. Course

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Latin 1*-----	3	(55)	English Composition 1	3	(61)
French 1* } -----		(58)	Mathematics 1-----	4	(63)
or } -----	3		Chemistry 1-----	3	(67)
German 1* }		(60)			

## Sophomore Year

English Literature 1--	3	(62)	Biology-----	3	(68)
History 1-----	3	(65)	Electives†-----	6	

# Outline for the Junior College Diploma in the B.S. Course in Home Economics

## Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
French 1 } -----		(58)	Chemistry 1-----	3	(67)
or } -----	3		Cooking 1-----	3	(75)
German 1 }		(60)	Sewing 1-----	3	(76)
English Composition 1	3	(61)			

## Sophomore Year‡

French 2 } -----		(58)	Biology 1-----	3	(68)
or } -----	3		Chemistry 2-----	3	(67)
German 2 }		(60)	Cooking 2-----	3	(75)
History 1-----	3	(65)			

\*Those who offer three units of Latin and two units of French or German for entrance, take Elementary Latin A4 in the freshman year and Latin 1 in the sophomore year. Those who offer four units of Latin and no French or German for entrance, take Elementary French or German A in the freshman year; Elementary French or German B in the sophomore year. No single course in any foreign language will be counted until a second course in that language is completed.

†Electives may be chosen from the seven groups or the free electives. Pages 49-50.

‡For any course of the sophomore year three hours of work in the Department of Bible may be substituted. English Literature 1 may be substituted for French 2, German 2, or History 1.

## SCHEDULE OF RECITATIONS

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	English Comp. 1 (a) English Lit. 1 (a) History 1 (a) Mathematics 1 (a) Chemistry 1 (a) Bible 1 French B (a) Sub-English	English Comp. 2 Latin 1 (a) Mathematics 1 (a) Chemistry 2 Household Managem't French B (a) Sub-English	English Comp. 1 (a) English Lit. 1 (a) History 1 (a) Mathematics 1 (a) Chemistry 1 (a) Bible 1 Dietetics	English Comp. 3 Latin 1 (a)  Chemistry 2 Household Managem't French B (a) Sub-English	English Comp. 1 (a) English Lit. 1 (a) History 1 (a) Mathematics 1 (a) Chemistry 1 (a) Bible 1 French B (a) Dietetics Sub-English
10:00	English Comp. 1 (b) Latin 1 (b) History 1 (b) German A Bible 2 Astronomy English Lit. 1 (b)	Chemistry 1 (b) French 1 (a) Education 2 German A Latin 5	English Comp. 1 (b) Latin 1 (b) History 1 (b) German A Bible 2 Astronomy English Lit. 1 (b)	Chemistry 1 (b) French 1 (a) Education 2 German A	English Comp. 1 (b) French 1 (b) History 1 (b)  Bible 2  English Lit. 1 (b)
11:00	Latin A4 French 1 (b) German 2 History 4 Physiology Dietetics Sewing 1 (a)	Latin A4 French 1 (b) Physics Bible 5 Education 3	Latin A4 French 2 German 2 History 4 Physiology	Latin A4 French 1 (b) Physics Bible 4 Education 3	Chemistry 1 (b) French 2 German 2 History 4 Physiology
12:00	English Comp. 1 (c) Mathematics 1 (b) French 2 German 1 Psychology	Latin 6 Mathematics 1 (b) French B (b) Economics Art Education	English Comp. 1 (c) Mathematics 1 (b) French B (b) German 1 Psychology Latin 2	Latin 6  French B (b) Economics Art Education	English Comp. 1 (c) Mathematics 1 (b) French B (b) German 1 Psychology Latin 2 Physics
1:30	English Comp. 1 (d) Education 4 French A German B Greek 1	Biology English Lit. 3 French A German B Art History 1	English Comp. 1 (d) Education 4 French 4 German B Greek 1	Biology English Lit. 3 Sewing 1 (b)  Art History 1	English Comp. 1 (d) English Lit. 3 French A German B Greek 1 Chemistry 2 Economics
2:30					Latin 1 (a) and (b)
6:45	Cooking 1				
7:45	Cooking 2				

# SCHEDULE FOR LABORATORY WORK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	Biology (a)	Cooking 1 (a)	Cooking 1 (c)			Sewing 2 (b)
10:00	Biology (a)	Cooking 1 (a) Sewing 1 (a)	Cooking 1 (c)	Chemistry 1 (c) Cooking 1 (b) Sewing 1 (a)	Sewing 2 (b)	Sewing 2 (b)
11:00	Biology (a)	Sewing 1 (a)	Cooking 1 (c) Chemistry 2 (a)	Chemistry 1 (c) Cooking 1 (b) Sewing 1 (a)	Sewing 2 (b) Chemistry 2 (b) Cooking 2 (a)	
12:00	Biology (a)		Cooking 1 (c) Chemistry 2 (a)		Chemistry 2 (b) Cooking 2 (a)	
1:30		Chemistry 1 (a) Cooking 2 (a) Sewing 1 (b)	Chemistry 1 (a) Cooking 1 (a)	Chemistry 2 (a) Cooking 2 (b) Sewing 1 (b)	Chemistry 1 (c) Cooking 1 (b)	Cooking 2 (b)
2:30		Chemistry 1 (a) Cooking 2 (a) Sewing 1 (b) Biology (b)	Chemistry 1 (a) Cooking 1 (a) Sewing 2 (a) Biology (c)	Chemistry 2 (a) Cooking 2 (b) Sewing 1 (b) Biology (b)	Chemistry 1 (c) Cooking 1 (b) Sewing 2 (a) Biology (c)	Cooking 2 (b)
3:30		Chemistry 1 (b) Cooking 2 (a) Biology (b)	Chemistry 1 (b) Cooking 1 (a) Sewing 2 (a) Biology (c)	Chemistry 2 (b) Cooking 2 (b) Biology (b)	Cooking 1 (b) Sewing 2 (a) Biology (c)	
4:30		Chemistry 1 (b)	Chemistry 1 (b)	Chemistry 2 (b)		



# Courses of Instruction

## I. Latin and Greek

HELEN HULL LAW, *Professor.*

### Latin

#### A 4. Latin. Virgil; Latin Prose Composition.

This course is designed for those who offer only three units in Latin for entrance and counts three hours toward a degree.

a. Virgil, *Æneid*. Three hours a week for a year. Tuesday, Wednesday, Thursday, 11.

Virgil's life and works; translation; Latin hexameter.

b. Latin Prose Composition. One hour a week for a year. Friday, 11.

TEXT.—Bars, *Writing Latin II*.

#### 1. Livy, Horace; Latin Prose Composition.

Required of candidates for the A.B. degree. Open to those who offer four units of Latin for entrance.

a. Livy, two hours a week for the first semester.

Sec. a. Wednesday, Friday, 9.

Sec. b. Tuesday, Thursday, 10.

Selections from Books XXI and XXII (Westcott); study of Livy's style and Livy as a historian.

b. Horace, two hours a week for the second semester.

Selections from the *Odes* and *Epodes* (Smith); History of the Augustan age; the life and personality of Horace; metres and literary style.

c. Latin Prose Composition one hour a week for a year. Saturday, 2:30.

Prepared and sight exercises. Gildersleeve-Lodge, *Latin Composition*.

#### 2. Cicero; Latin Poets.

Open to those who have completed Latin 1. Two hours a week for a year. Thursday, Saturday, 12.

a. Cicero, *Letters* selected to show personality of Cicero and the life of the times; *De Amicitia*; Cicero's views concerning friendship compared with those of modern writers.

b. Latin poetry; selections from the poems of Catullus, Tibullus, Propertius, and Ovid; style, metres, development of the Roman elegy; Alexandrian school of poetry.

\*[3. Tacitus, Pliny, Horace.

Open to juniors and seniors. Two hours a week for a year.

a. Tacitus, *Agricola* and *Germania*; Tacitus as a historian; study of his style.

b. Pliny, *Letters* (sight reading); Roman life as portrayed by Pliny.

c. Horace, *Satires* and *Epistles*; Horace, the man, the satirist, the philosopher, the literary critic.]

†[4. Roman Private Life. Outline History of Latin Literature.

Open to all who have completed Latin 1. One hour a week throughout the year. Lectures and assigned reading.]

†5. Latin Prose Composition.

One hour a week throughout the year. Wednesday, 10.

Advanced prose composition and study of the principles of Latin syntax; methods of teaching Latin in secondary schools. Designed especially for those expecting to teach.

\*6. Latin Comedy; Virgil.

Open to juniors and seniors. Two hours a week for a year. Wednesday, Friday, 12.

a. Latin comedy; selected plays of Terence and Plautus; Roman theatrical antiquities; origin and development of Latin comedy.

b. Virgil, *Eclogues*, *Georgics*, and *Æneid*, Books VII-XII. Virgil as the great national poet; his influence on later literature.

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\*Latin 3 and 6 are given in alternate years. Latin 3 will not be given in 1918-1919.

†Latin 4 and 5 are given in alternate years. Latin 4 will not be given in 1918-1919.

## Greek

### \*1. Elementary Course.

Open to all college students. Three hours a week for a year.  
Tuesday, Thursday, Saturday, 1:30.

White, *First Greek Book*; Xenophon, *Anabasis*.

### \*2. Elementary Course continued.

Open to those who have completed Greek 1. Three hours a week for a year.

Homer, selections from the *Iliad* or the *Odyssey*; Plato, selections from the *Crito*, *Apology*, and *Phaedo*.

## II. French

EFFIE MAY LANDERS, *Professor*.

### A. Elementary French.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 1:30. Course designed for those offering no French for entrance, and counts three hours toward a degree.

Grammar, Fraser and Squair, Part I. Reading of easy French selected from the following texts:

Mairet, *La Tâche du petit Pierre*; Bruno, *Le Tour de la France par deux Enfants*; La Bedollière, *La Mère Michel et son Chat*; Halévy, *L'Abbè Constantin*; Aldrich and Foster, *French Reader*; Mairet, *L'Enfant de la Lune*; De Monvert, *La Belle France*.

### B. Elementary French.

Four hours a week for a year. Sec. (a) Tuesday, Wednesday, Friday, Saturday, 9; Sec. (b) Wednesday, Thursday, Friday, Saturday, 12. Open to those who have completed Elementary French A, or who offer one unit of French for entrance, and counts three hours toward a degree.

Grammar, Fraser and Squair, Part II. Exercises in composition; conversation; reading from texts selected from the following:

Daudet, *Le Petit Chose*; Dumas, *La Tulipe Noire*; Malot, *Sans Famille*; Sand, *La Mare au Diable*; France, *Le Livre de mon Ami*;

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\*Greek 1 and 2 given in alternate years. Greek 2 will not be given in 1918-1919.

de la Brète, *Mon Oncle et mon Curé*; Labiche et Martin, *Le Voyage de M. Perrichon*; Mérimée, *Colomba*; Josselyn and Talbot, *Elementary Reader of French History*.

### 1. French.

Open to those who have completed Elementary French B or who offer two units of French for entrance. Three hours a week for a year. Sec. (a) Wednesday, Friday, Saturday, 10. Sec. (b) Tuesday, Wednesday, Friday, 11.

Grammar and composition; practice in giving in French oral and written abstracts of portions of texts read; translation. Texts to be chosen from:

Sandeau, *Mlle. de la Seiglière*; Bazin, *Le Blé qui lève*; France, *Le Crime de Silvestre Bonnard*; Loti, *Pêcheurs d'Islande*; Balzac, *Eugénie Grandet*; Daudet, *Morceaux Choisis*; Labiche et Martin, *La Poudre aux Yeux*; Beaumarchais, *Le Barbier de Séville*; François, *Introductory French Prose*.

### 2. French.

Open to those who have completed course 1 or its equivalent. Three hours a week for a year. Tuesday, 12; Thursday, Saturday, 11.

Grammar and composition; reading and discussion in French of books read. Texts to be selected from the following:

Hugo, *Quatre-vingt-treize*; Balzac, *Le Curé de Tours*; de Bornier, *La Fille de Roland*; Bazin, *Les Oberlé*; Rostand, *Les Romanesques*, *Cyrano de Bergerac*; Maeterlinck, *L'Oiseau Bleu*.

### 3. French.

Open to those who have completed course 2. Three hours a week for the year. Hours of recitation to be arranged.

First semester:

Great Prose Writers from the French Revolution to the Third Republic. Texts to be chosen from:

Michelet, *Jeanne d'Arc*; Mme. de Staël, *Corinne*; Chateaubriand, *Atala*; Lamartine, *Graziella*; Hugo, *Lucrèce Borgia*; Daudet, *Les Lettres de mon Moulin*; Lanson, *Histoire de la littérature française*.

This course consists not merely of the textual reading and study of the transformation of French prose during this period, but also

of the changes in French thought as represented by Michelet, Mme. de Staël, Chateaubriand, Balzac, Renan, Hugo, Sainte-Beuve, Gautier, Flaubert, Taine, Brunetière, Guizot.

Second semester:

Lyrical poetry of the Nineteenth Century.

Canfield, *French Lyrics*; Brunetière, *L'Evolution de la poésie lyrique en France au XIX<sup>e</sup> siècle*; Bonnefon, *Les Ecrivains modernes*; Lanson, *Histoire de la littérature française*.

Study in poetry of the national thought. The transformation of French poetry and the rise of the Romantic, Parnassian, Symbolist, and Impressionist Schools.

#### 4. French.

Open to those who have completed course 3. Three hours a week for the year.

First semester:

Critical and Historical Study of the French Drama.

The French institutions which have determined the evolution of the drama, the church, the court, and the French Academy; the rise of the French Academy; its social influence; discussion of French dramatic theories and dramatic works; reading of Corneille, *Le Cid*, *Cinna*, or *Polyeucte*; Rotrou, *Saint Genest*, *Venceslas*; Racine, *Andromaque*, *Britannicus*, *Athalie*; Molière, three of the following: *Les Précieuses ridicules*, *Les Femmes savantes*, *Le Bourgeois gentil-homme*, *Tartufe*, *Le Misanthrope*.

Second semester:

Seventeenth Century Literature.

Letter writers, Madame de Sévigné and others; Memoirs; the Novel; Popular Poetry. La Fontaine's conceptions of institutions and his realistic pictures of contemporary life in the Fables. The Jansenists: Paschal, *Les Pensées*, *Les Provinciales*; and Mme. Guyon, *Histoire de mon Ame*; literary influence of Descartes, his *Discours de la méthode*; Masillon, Bourdaloue, Bossuet, their artistic power and their influence. Bossuet, *Orations funèbres for Henriette d'Angleterre* and *Henriette de France*; Boileau, *L'Art poétique*.

The ideal state of Fénelon and his education of women; La Rochefoucauld and La Bruyère; Albert, *Le Littérature Française au XVII<sup>e</sup> siècle*.

### III. German

CATHERINE ALLEN, *Professor.*

#### A. Elementary German.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Friday, 10. Course designed for those offering no German for entrance, and counts three hours credit.

Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II; reading selected from the following texts:

*Glück Auf*; Seligmann, *Altes und Neues*; Gronow, *Jung Deutschland*; Bacon, *Im Vaterland*; Hauff, *Das kalte Herz*; Seidel, *Leberecht Hühnchen*.

#### B. Elementary German.

Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 1:30. Open to those who have completed Elementary German A or who offer one unit of German for entrance, and counts three hours credit.

Paul V. Bacon, *German Grammar*, last thirty-six lessons. Oral and written exercises; reading selected from the following texts:

Storm, *Immensee*; Heyse, *Das Mädchen von Treppi*; Moscher, *Willkommen in Deutschland*; Grimm, *Die sieben Reisen Sinbads*; Andersen, *Bilderbuch ohne Bilder*; Heyse, *L'Arrabiata*; Hillern, *Höher als die Kirche*.

#### 1. German.

For those who have completed Elementary German B or offer two entrance units in German. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Thomas, *Grammar and Composition*; translation; sight reading; texts for reading and study selected from the following:

Storm, *Pole Poppenspäler*; Schiller, *Wilhelm Tell*, *Maria Stuart*; Zu Putlitz, *Vergissmeinnicht*; Allen, *Vier Deutsche Lustspiele*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*.

#### 2. German.

For those who have completed German 1. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

Grammar and Composition; texts for reading and study to be selected from the following:

Goethe, *Hermann und Dorothea*, *Iphigenie*; Lessing, *Minna von Barnhelm*, *Emilia Galotti*; Scheffel, *Der Trompeter von Säckingen*; Heine, *Die Harzreise*. Oral and written abstracts from portions of texts read.

### 3. German.

For those who have completed German 2. Three hours a week for a year. Hours of recitation to be arranged.

#### First semester:

A brief outline of German literature. To give a general historical and mythological background of German literature, selections from the following: *Klenzes Gedichte*; Wagner, *Der Ring der Nibelungen*; Goethe, *Dichtung und Wahrheit*.

#### Second semester:

Schiller, *Selected Poems*; Lessing, *Nathan der Weise*; Goethe, *Faust*, Part I.

Students will be required to read out of class: Rolleston, *Life of Lessing*; Sime, *Life of Goethe*; Nevins, *Life of Schiller*.

### 4. German.

For those who have completed German 3. Three hours a week for the year. Hours of recitation to be arranged.

#### First semester:

Lectures and discussions of Nineteenth Century Dramatists. Selections from Ibsen, Kleist, Grillparzer, Hauptmann, Sudermann, Heibel, and others.

#### Second semester.

Reading and discussion of several standard German novels, selected from Heyse, Storm, Sudermann, Freytag, Hoffman, and others.

## IV. English

ELIZABETH AVERY COLTON, *Professor*.

MARY SUSAN STEELE, *Instructor*.

### English Composition

#### 1. Introductory Course.

Required of freshmen. Three hours a week for a year. Tuesday, Thursday, Saturday, 9, 10, 12, and 1:30.

Miss Steele.



First semester:

Exposition—special stress on structure. Weekly themes and conferences.

Second semester:

Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes and conferences.

TEXT.—Slater, *Freshman Rhetoric*.

Masterpieces studied as models of structure and style: Palmer, *Self-Cultivation in English*; Ruskin, *Crown of Wild Olive*; Stevenson, *Memories and Portraits*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond*, or *A Tale of Two Cities*; Palgrave, *Golden Treasury*.

(N. B.—The selection of these masterpieces will depend largely on those presented by the majority of the class for admission. See Entrance Requirements, page 34.)

## 2. Exposition.

Required of all juniors in the A.B. course and of all seniors in the B. S. course who need special drill in structure. One hour a week for a year. Wednesday, 9.

Miss Colton.

## 3. Description and Narration.

Open to juniors and seniors. One hour a week for the first semester. Friday, 9.

Miss Colton.

## 4. Critical Exposition.

Open to juniors and seniors. One hour a week for the second semester. Friday, 9.

Miss Colton.

## English Literature

### 1. Outline History of English Literature.

Required of sophomores in the A.B. course and juniors in the B.S. course. Three hours a week for a year. Sec. (a) Tuesday, Thursday, Saturday, 9; Sec. (b) Tuesday, Thursday, Saturday, 10.

Miss Colton.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw's *Syllabus of English Literature*. Papers, or written reviews, every four weeks.

\*[2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.  
Wednesday, Friday, Saturday, 1:30.

Miss Colton.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays are read in chronological order; several are studied closely.]

3. English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.  
Wednesday, Friday, Saturday, 1:30.

Miss Colton.

Careful study of Wordsworth, Shelley, Keats, Tennyson, and Browning; selections from Coleridge, Byron, Scott, Landor, Arnold, Rossetti, Morris, and Swinburne.

## V. Mathematics and Astronomy

MARION ELIZABETH STARK, *Professor*.

### Mathematics

1. Solid Geometry, Algebra, and Plane Trigonometry.

Required of freshmen in the A. B. course; open to other college students. Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 9 and 12.

*Solid Geometry*, complete.

TEXT.—Slaught and Lennes, *Solid Geometry*.

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\*Alternates with course 3; not given in 1918-1919.

*Advanced Algebra.*—This work includes the binomial theorem for positive integral exponents, mathematical induction, complex numbers, theory of equations, permutations, combinations, and determinants.

TEXT.—Fite, *College Algebra*.

*Plane Trigonometry.*—Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Wells, *New Plane Trigonometry*.

## \*2. Analytic Geometry.

Open to students who have completed course 1.

Three hours a week for a year.

Plane and Solid Analytic Geometry supplemented by lectures on related subjects and the history of Mathematics.

TEXT.—P. F. Smith and A. S. Gale, *New Analytic Geometry*.

## \*3. Differential and Integral Calculus.

Open to students who have completed course 2. Three hours a week for a year.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Townsend and Goodenough, *Essentials of Calculus*.

## Astronomy

### 1. General Astronomy.

Open to students who have completed Mathematics 1. Three hours a week for a year. Tuesday, Thursday, 10; Friday, 7:30 p. m.

An introductory study of the facts and principles underlying the science of astronomy. One hour a week observation and study of constellations; two hours a week lectures or recitation. Occasional student reports on topics of special interest.

TEXT.—Moulton, *Introduction to Astronomy*.

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\*Hours of recitation to be arranged.

## VI. History

MARY SHANNON SMITH, *Professor.*

### 1. European History.

Required of A.B. and B.S. sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, 9 and 10.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English Composition 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; McMurry, *How to Study; Current Events; Directions for Written Work in History*.

### \*[2. English History.

Open to juniors and seniors. Three hours a week for a year.

First semester: England from the earliest historic times through the Revolution of 1688-1689.

Second semester: From William and Mary to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work. It will alternate with Principles of Economics.

TEXTS REQUIRED.—Trenholme, *An Outline of English History; Current Events; Directions for Written Work in History.*]

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\*Not given in 1918-1919.

## \*[3. Colonial and United States History to 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year.  
Tuesday, Thursday, 11, and a third hour at the pleasure of the  
Professor.

As the students have unusual opportunities for study at the State  
Library, much of the work of the class is done there.

TEXTS REQUIRED.—Channing, Hart, and Turner, *Guide to the Study  
of American History*, Revised Edition; *Current Events*; *Directions  
for Written Work in History*.]

## 4. History of the United States since 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year.  
Tuesday, Thursday, 11, and a third hour at the pleasure of the  
Professor.

TEXTS REQUIRED.—Channing, Hart, and Turner, *Guide to the Study  
of American History*, Revised Edition; *Current Events*; *Directions  
for Written Work in History*.

## 5. Contemporary History.

Open to juniors and seniors. One hour a week for a year.  
Hour of recitation to be arranged.

## Economics

## 1. Principles of Economics.

Required of B.S. juniors and open to A.B. juniors and seniors.  
Three hours a week for a year. Wednesday, Friday, 12, and  
Saturday, 1:30.

First semester: The rise of modern industry, its expansion in the  
United States; and the principles of production, exchange, distribu-  
tion, and consumption.

Second semester: The application of economic principles to such  
important problems as money, credit, and banking, the tariff, the  
labor movement, monopolies, railroads, trusts, taxation, and economic  
reform.

This course will alternate with History 2.

TEXTS REQUIRED.—Seager, *Principles of Economics*; *Current  
Events*; *Directions for Written Work in History*.

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\*Not given in 1918-1919. History 3 and 4 are usually given in alternate years.

## VII. Natural Science

JOHN HENRY WILLIAMS, *Professor.*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of  
Physiology and Hygiene.*

LOUISE COX LANNEAU, *Instructor in Chemistry.*

### 1. General Chemistry.

Required of freshmen. Three hours a week for a year. Three hours lecture and recitation a week, and four hours laboratory. Lectures: Sec. (a) Tuesday, Thursday, Saturday, 9; Sec. (b) Wednesday, Friday, 10, Saturday, 11. Laboratory: Sec. (a) Tuesday, Wednesday, 1:30-3:30; Sec. (b) Tuesday, Wednesday, 3:30-5:30; Sec. (c) Thursday, 10-12, Friday, 1:30-3:30.

Miss Lanneau.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of Chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

The laboratory exercises are devoted to the preparation and study of certain important elements and compounds.

Laboratory fee, \$5.

TEXT.—Newell, *Inorganic Chemistry for Colleges.*

### 2. Organic Chemistry.

Required of sophomores in the B.S. course. Open to other students who have completed Chemistry 1. Three hours a week for a year. Lectures: Wednesday, Friday, 9, and Saturday, 1:30. Laboratory: Sec. (a), Wednesday, 11-1, Thursday, 1:30-3:30; Sec. (b), Thursday, 3:30-5:30, Friday, 11-1.

Miss Lanneau.

The lectures are taken up with the study of the hydrocarbons and their derivatives, including such substances as are of interest and importance, as ether, alcohol, vinegar, glycerine, fats, soaps, sugar, starch, etc. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.

### 3. General Biology.

Required of sophomores and open to other college students. Three hours a week for a year. Two hours lecture and recitation and four hours laboratory. Lectures: Wednesday, Friday, 1:30. Laboratory: Sec. (a), Monday, 9-1; Sec. (b), Tuesday, Thursday, 2:30-4:30; Sec. (c), Wednesday, Friday, 2:30-4:30.

Mr. Williams.

This course during the first semester includes a detailed study of protoplasm and cell structure as exemplified by animal life. The earthworm is chosen as a representative animal, and its varied systems of organs are considered. The general subject of animal physiology is introduced and the variation in structure of the different systems of organs is emphasized.

During the second semester protoplasm and cell structure found in plant life are studied and the distinguishing features are noted. A representative plant, such as the fern, is chosen and the cell structure of its various tissues considered. The general subject of plant physiology is introduced and the vegetal and reproductive processes in various plants considered. During the closing weeks of the year classification of both animal and plant life is emphasized and studied by means of numerous field trips.

Laboratory fee, \$2.

### 4. Physiology and Hygiene.

Required of B.S. juniors, and open to other juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

Dr. Dixon Carroll.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory, and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection; the hygienic arrangement of the sick room; personal, community, and racial hygiene; the principles of modern sanitation, sewerage, and garbage disposal.

TEXT AND REFERENCE BOOKS.—Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Text-book of Physiology*; Gray, *Anatomy*.



## 5. General Physics.

Required of juniors in the B.S. course. Elective for other college students. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures, Wednesday, Friday, 11, and Saturday, 12.

Mr. Williams.

This course includes a study of the elementary fundamental principles of Physics. The work consists of lectures, class demonstrations, occasional quizzes, and laboratory work based on Mechanics, Sound, Light, Heat, Magnetism, and Electricity. Special attention is given to the explanation of the phenomena of everyday life.

TEXT.—Black and Davis, *Practical Physics*. Laboratory Guide: Black, *Laboratory Manual in Physics*.

## 6. Geology.

Open to juniors and seniors. Three hours a week. Tuesday, Thursday, Saturday, 1:30.

Mr. Williams.

First semester: Dynamical Geology and Physiography.

This course deals with natural phenomena which affect the earth's structure, such as weathering, volcanoes, earthquakes, erosion caused by waterways and glaciers; also, the varied changes of topography, including the life histories of rivers and lakes.

Second semester: Structural and Historical Geology.

In the second semester the earth's structure, and the varied changes which have taken place in animal and plant life as revealed by fossils are studied.

TEXT.—Le Conte, *Elements of Geology*.

# VIII. Bible and Philosophy

LEMUEL ELMER McMILLAN FREEMAN, *Professor*.

## Bible

### 1. Old Testament History and Literature.

Intended primarily for sophomores, but open to all classes. Three hours a week for a year. Tuesday, Thursday, Saturday, 9. Lectures, Bible, and assigned readings.

## 2. The Life of Christ.

Lectures, text-book, and assigned readings. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 10.

## 3. The History of the Apostolic Church.

Open to students who have completed course 2. Lectures, Bible, and assigned readings. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 10.

## 4. Sunday School Pedagogy.

Open to all college students. One or two hours a week for a year. Friday, 11.

Books used are selected from the first six in the Normal Course of the Sunday School Board of the Southern Baptist Convention. There are two divisions of the class. Students may take work in either or in both.

1. Lectures and assigned written work. One hour a week for a year.

2. Written work and examination on assigned books. One hour a week for a year.

## 5. Missions.

Open to all college classes. One hour a week for a year. Wednesday, 11.

Assigned reading, lectures, and class discussion. It is intended that this course shall give a good knowledge of mission fields at home and abroad, and also such understanding of mission methods and study as will prove helpful to students in Christian service.

**Philosophy**

## 1. Psychology.

Required of juniors in the A.B. course and seniors in the B.S. course; open to other juniors and seniors. Lectures and assigned readings. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

## 2. Ethics.

Required of juniors in the A.B. course and seniors in the B.S. course who do not take Sociology. Lectures and assigned readings. Three hours a week for the second semester. This course will alternate with Sociology. It may be made an elective by students who take Sociology as a required subject.

## \*[3. Sociology.

Required of juniors in the A.B. course and seniors in the B.S. course who do not take Ethics. Three hours a week for the second semester. Lectures and assigned readings. Tuesday, Thursday, Saturday, 12. This course will alternate with Ethics. It may be made an elective by students who take Ethics as a required subject.

In this course special attention is given to present-day social problems and methods of reform.]

## IX. Education

MARY SHANNON SMITH, *Professor.*

It is essential that all students who expect to teach should know the principles of their profession; but as most women deal, either directly or indirectly, with education and the training of children, the following courses should be of general value.

Except in those cases where the natural ability of the student lies in primary or grade work, it is the common practice for graduates of women's colleges who teach to do work in high schools or academies. The emphasis in this department will therefore be placed on that phase of the work. When a student is definitely planning to teach in the grades, it will be helpful to elect the education courses in Art and Public School Music as an aid to the classroom teaching of these subjects in the public schools.

Students have also many educational advantages from the situation of Meredith in Raleigh.

By an act of the General Assembly in 1917 there was established a State Board of Examiners and Institute Conductors, which has control of the examination and certification of all those who wish to teach in the public schools of the State. In addition to academic credit, the Board requires for all teachers some professional training. This department aims to have its work as far as possible in harmony with the requirements of this Board. There are various kinds of certificates issued, and all students expecting later to teach should get a copy of these rules from the head of the department not later than the close of their sophomore year and plan their work in accordance with it. All wishing any form of high school certifi-

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\*Not given 1918-1919.

cate must take at least six semester hours in Education and the twelve lessons in Public School Law. Those wishing certificates in Art or Music should notice the requirements made for them in Education. As the rules are liable to change, students should each year get a copy of the regulations.

\*[1. History of Education.

Open to all juniors and seniors. Two hours a week for a year.

First semester: History of Education to Modern Times.

A somewhat hurried survey of the educational ideals and practices of the past, with special reference to their influence on the present.

Second semester: History of Education in Modern Times.

A more detailed study of education from the later sixteenth century, with an examination not only of the ideas of the great modern thinkers, but of the changes in the problem following the industrial revolution of the eighteenth century and the rise of democracy in the nineteenth.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note-book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange material.

TEXTS.—Monroe, *History of Education*; Monroe, *Syllabus of the History of Education*; *Current Events*; *Directions for Written Work*.]

2. Educational Psychology and Child Study.

Open to all juniors and seniors. Two hours a week for a year. Wednesday, Friday, 10.

First semester: Educational Psychology.

In this course the principles of psychology that apply to education and teaching are studied in order that they may conform as far as possible to natural laws.

TEXTS.—Thorndike, *Elements of Psychology*; Thorndike, *Principles of Teaching*; collateral reading; *Current Events*; *Directions for Written Work*.

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\*Not given in 1918-1919.

Second semester: The physical, mental, and moral development of children.

This subject should have a special interest for all who expect to deal with child-life, whether in the home or school.

TEXTS.—Kirkpatrick, *Fundamentals of Child Study*, Revised Edition; collateral reading; *Current Events*; *Directions for Written Work*.

There will be lectures, class discussions, and one or two papers.

It is expected that all students will have taken Biology and be taking General Psychology.

### 3. The Principles of Education and School and Classroom Management.

Open to all seniors. Two hours a week for a year. Wednesday, Friday, 11.

First semester: The Principles of Education.

A study of modern educational theory.

TEXTS.—Bagley, *The Educative Process*; McMurtry, *How to Study and Teaching How to Study*; Spencer, *Education*; *Current Events*; *Directions for Written Work*; collateral reading.

Second semester: School and Classroom Management.

The work will include lectures on various problems of school and classroom management, such as routine factors, attention, class instruction, testing results, records, marking and grading, discipline, libraries, art and beauty, medical inspection, play and social activities, community interests, professional spirit, ethics of the profession; and a brief survey of the course of study prescribed by the State for the grades and high schools and preparation of lesson plans.

The students also have the privilege of observing the work of experienced teachers in the various schools of the city. They will observe for an hour on Monday mornings for ten weeks and pass in written reports based on Bagley's suggestions for observation work. The work begins with the first grade and continues through the seventh, and also includes city playgrounds, one visit to the high school, and, for the last period, a return to the work which the student herself is expecting to do. Additional visits may also be arranged for those interested in the kindergarten, or in work with the blind.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*; Call, *Nerves and Common Sense*; text-book library; collateral reading.

#### 4. A Study of Secondary Education.

Open to A.B. and B.S. seniors. Two hours a week for the first semester. Tuesday, Thursday, 1:30.

The work in this course is planned to help the student prepare for the State High School Principal's examination. It will be adapted each year to the requirements as given in the annual pamphlet of instructions issued by the State Board of Examiners. The work for 1918-1919 will be based on the professional subjects required after January 1, 1919. A careful study of their sections 22, 23, 24, 25, 26, 32, 34, 36, 42, 43 will be necessary.

The work of this class will be taken largely from the following books:

*\*Professional Subjects for the Principal's Certificate in 1919.*

(a) 1919. *Aspects of Adolescent Psychology*, King, *The High School Age*.

(b) 1919. *High School Methods and Management*, Hollister, *High School and Class Management*.

(c) 1920. *School Hygiene*, Dresslar, *School Hygiene*.

(d) 1921. Colvin, *An Introduction to High School Teaching*.

(e) 1921. Johnston, *The Modern High School*.

The last two books (d and e) are on the 1918-1919 State Reading Circle Course, and will be the basis for renewal of certificates in force during that year.

#### 5. The Public School Law of North Carolina.

Open to candidates for the Junior Diploma and to all juniors and seniors. Second semester. Tuesday, Thursday, 1:30.

This course consists of twelve lessons to meet the requirements of the State Board of Examiners in this subject for those wishing either the State High School Principal's or the High School Assistant's Certificate. It will be given the first six weeks of the second semester and be followed by an examination. This work is required for those wishing the above certificates, but does not count toward any college diploma or degree.

TEXT.—*The Public School Law of North Carolina.*

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\*These books go off the State Reading Circle the first of July in the year given.



## X. Home Economics\*

†ELSIE RUTH ALLEN, *Professor.*

LYDIA MAY BOSWELL, *Professor.*

LAURA WARDEN BAILEY, *Instructor.*

### Cooking

#### 1. Cooking.

Required of freshmen in the B.S. course. Open to sophomores in the A.B. course. One lecture and two laboratory periods (one of three and one of two hours) each week throughout the year. Three hours credit. Lecture, Tuesday, 6:45 p. m.

Miss Boswell.

This course includes a study of the principles and theories of cooking and their application to foods in regard to digestibility, palatability, and attractiveness. It aims to secure facility in use of utensils and materials.

Each student is required to cook and serve one meal.

#### 2. Cooking.

Required of sophomores in the B.S. course. Open only to students who have completed Cooking 1. One lecture and two laboratory periods a week (one of three and one of two hours) throughout the year. Three hours credit. Lecture, Tuesday, 7:45 p. m.

Miss Boswell.

Continuation of work done in Cooking 1 with more advanced work; the cost of food; the planning of menus; a few lectures will be given in marketing.

Each student is required to cook and serve one luncheon and one dinner.

#### 3. Cooking.

Required of seniors in the B.S. course. One lecture and one laboratory period of three hours a week the second semester. Five hours of work a week outside of class is required. One and one-half hours credit.

Miss Boswell.

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\*Maximum credit allowed toward A.B. degree is six hours. For laboratory periods, see p. 54.

†Deceased.



A general summation of the principles studied in Cooking 1, Cooking 2, and Dietetics, and the application of their principles to invalid and fancy cooking.

#### 4. Dietetics.

Required of seniors in the B.S. course. Open only to those who have completed Cooking 2. Three lectures a week for one semester. One and one-half hours credit. Tuesday, 11; Thursday, Saturday, 9.

Miss Boswell.

This course presents the application of the fundamental principles of nutrition under varying physiological and economical conditions. Menus are made for definite prices, and foods are studied as to their proper combinations and sources of supply.

### Sewing

#### 1. Sewing.

Required of freshmen in the B.S. course. One lecture and two laboratory periods (two hours each) a week throughout the year. Four hours of work a week outside of class is required. Three hours credit.

Miss Bailey.

This course offers instruction and practice in plain, hand, and machine sewing; study of textiles, drafting of patterns, and the use of commercial patterns. Students furnish their own materials.

#### 2. Sewing.

Required of juniors in the B.S. course. Two laboratory periods (two hours each) throughout the year. Two hours of work a week outside of class is required. Two hours credit.

Miss Bailey.

This course will be a continuation of Sewing 1 with more advanced work. It provides instruction in drafting, draping, and finishing of waists, gowns, and skirts.

1. Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in the A.B. course. Two lectures a week throughout the year. Two hours credit. Wednesday, Friday, 9.

Miss Bailey.

In the first semester the requirements with respect to household sanitation, and the materials, cost, and care of house furnishings will be considered. In the second semester principles underlying good taste in furnishing and decorating the home, with due regard to income, will be studied.



## School of Art



# School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF FINE AND APPLIED ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

ANNE STEPHENS NOBLE, *Instructor in China Painting.*

STUDENT CHOWAN COLLEGE; MRS. E. N. MARTIN, WASHINGTON, D. C.; MISS MASON, NEW YORK CITY.

The Art Department is accommodated in a large studio on the fourth floor of the Main Building. It is furnished with casts and such artistic material as is necessary for the work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way. A club, which meets once in two weeks, gives the students an opportunity to know what is being done in the world of art at the present time.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

## Admission and Conditions

For full admission to the freshman class a candidate must offer fourteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 33-44. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for a diploma in Art must offer :

Latin .....	3 units
or	
French } .....	2 units
or }	
German }	
English .....	3 units
Elective.....	8 or 9 units
<hr/>	
Total.....	14 units

A freshman may be conditioned to the extent of two units. These conditions must be removed by the end of the sophomore year at the regular periods set for removing conditions and deficiencies.

Sophomores, juniors and seniors may be conditioned to the extent of three hours. A student who is conditioned in her studio work may not be classed as a senior.

## Requirements for Graduation

The regular course in the School of Art will cover four years. Graduation in the school is intended to include a trip to the Northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the course in the School of Art, and who have also completed thirty-one hours of literary work in addition to the fourteen units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.



# Outline of Course for Diploma in Art

## Freshman Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Freehand drawing in charcoal from geometrical solids, vases, fruits, foliage and flowers.....	--	15	
Color analysis and values.....			
Flat washes in watercolor.....			
Modeling in clay.....			
Perspective in pencil drawings and pastel.....			
*English Composition 1.....	3	9	(61)
†Latin A 4 } or	3	9	(55)
†French 1 } or			(58)
†German 1 }			(60)
*Electives.....	5	15	
Total hours of work each week, including preparation.....	--	48	

## Sophomore Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Elementary antique.....	--	18	
Still life painting.....			
Original designing.....			
Outdoor sketching.....			
Perspective.....			
Composition.....			
*English Literature 1.....	3	9	(62)
*History 1.....	3	9	(65)
*Electives.....	3	9	
Total hours of work each week, including preparation.....	--	45	

\*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡Students will continue the foreign language offered for entrance.

### Junior Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Advanced antique.....	--	20	
Still life painting.....			
Illustration and composition.....			
Advanced modeling.....			
Life drawing.....			
Landscape painting.....			
*Art History 1.....	2	6	(85)
*Physiology (1st semester).....	1½	4½	(68)
*Electives.....	4½	13½	
Total hours of work each week, including preparation.....	--	44	

### Senior Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Painting from still life in oil, water- color and pastel.....	--	20	
Painting from the head and draped life model.....			
Landscape painting in all mediums.....			
Applied design.....			
Original compositions; normal work.....			
*Art History 2.....	1	3	(85)
†*Electives.....	7	21	
Total hours of work each week, including preparation.....	--	44	

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\*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡Those expecting to teach are advised to elect Education 3.

\*DEPARTMENT OF CHINA PAINTING

MISS NOBLE.

First year: Elements of ornamentation, principles of porcelain decoration, study of technique.

Second year: Enamels, lustres, and application of original designs.

HISTORY OF ART

1. History of Art.

Required of juniors. Elective for A.B. and B.S. students.

Prerequisite, English Composition 1. Two hours a week for a year. Wednesday, Friday, 1:30.

First semester: Architecture.

Second semester: Sculpture and Painting.

TEXTS.—De Forrest-Caffin, *History of Art*; Reinach, *Apollo*; collateral reading.

2. Advanced History of Art.

Required of seniors. Elective for A.B. and B.S. students.

Prerequisite, History of Art 1. One hour a week for a year. Hour to be arranged.

An intensive study of selected subjects and periods in Art, with lectures, discussions, and special history papers.

Course in Art Education

Two hours a week for a year. Elective for A.B. or B.S. students, and as such counts one hour toward a degree. Wednesday, Friday, 12.

The following course is offered for those who are expecting to teach in the public schools; for those who wish to know something of the theory and practice of design as related to the home and the trades; and for those who wish to cultivate an appreciation of the principles of beauty as seen in nature and in the fine arts.

Art students may substitute this course for an equivalent part of the work of the senior year.

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\*Not given 1918-1919.

**FIRST SEMESTER:**

1. Composition in line and mass; space arrangement; principles of rhythm, balance, emphasis, and unity; grade work for first and second years, based on the Prang System of Art Education; problems.

2. Theory, relations, and harmony of color; color as to hue, value, intensity, and luminosity; color applied to interior decoration; grade work for third and fourth years; problems.

**SECOND SEMESTER:**

3. Water-color painting; flowers, fruits, and landscape; an elective craft; grade work for fifth, sixth, and seventh years; problems.

4. Occasional lectures continuing through the year; a study of some historic masterpiece as related to our present-day problems; an elective craft.

5. Problems for high school work.

School of Music



# \* Faculty of Music School

## CHARLOTTE RUEGGER,

FIRST PRIZE WITH HIGHEST DISTINCTION IN VIOLIN, ROYAL CONSERVATORY, BRUSSELS, UNDER JEAN BAPTISTE COLYNS; SPECIAL VIOLIN PUPIL OF CESAR THOMSON, FLORIAN ZAJIC; FIRST PRIZES IN THEORETICAL WORK, ROYAL CONSERVATORY, BRUSSELS, UNDER F. A. GEVAERT, EDGAR TINEL, JOSEPH DUPONT, EMILE HUBERTI, F. W. KUFFERATH, MARIE TORDEUS.

DIRECTOR—PROFESSOR OF VIOLIN AND THEORETICAL WORK.

## HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. M'KINLEY, NEW YORK; OTOGNI, ROME; MME. MATZA VON NIESSON STONE, BERLIN; CLERBOIS, PARIS; VILLANI, MILAN.

PROFESSOR OF VOICE CULTURE.

## EDWARD GLEASON,

PUPIL OF ALBINO GORNO, CINCINNATI COLLEGE OF MUSIC; JOSEF LHEVINNE, HOWARD WELLS, AND LEONID KREUTZER, BERLIN; PUPIL IN COMPOSITION OF FREDERIC CORDER, ROYAL ACADEMY OF MUSIC, LONDON; PUPIL IN ORGAN OF H. W. RICHARDS, ROYAL ACADEMY OF MUSIC, LONDON.

PROFESSOR OF PIANO AND ORGAN.

## HARRIET LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; ARTHUR J. HUBBARD, BOSTON; MME. MATZA VON NIESSON STONE, BERLIN.

PROFESSOR OF VOICE CULTURE.

## CATHERINE JESSIE WILLIAMS, A.B.,

MOUNT HOLYOKE, A.B. PUPIL IN PIANO OF ALBERT M. TUCKER AND MADAME HELEN HOPEKIRK; IN ORGAN AND APPRECIATION OF WM. C. HAMMOND; IN VOICE OF JULIA DICKINSON OF SPRINGFIELD, AND GERTRUDE EDMONDS OF BOSTON; IN CHOIR-CONDUCTING OF JULIA DICKINSON; IN HARMONY, COUNTERPOINT, AND COMPOSITION OF MR. A. M. TUCKER.

ASSOCIATE PROFESSOR OF PIANO AND HARMONY.

## MARY ELIZABETH McCULLERS, A.B.,

MEREDITH COLLEGE, A.B.; DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; PUPIL OF EARNEST HUTCHESON.

INSTRUCTOR IN PIANO.

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\*Faculty of 1917-1918 arranged in order of rank and appointment.



## SARAH LAMBERT BLALOCK,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; STUDENT  
FAELTEN PIANOFORTE SCHOOL, BOSTON; PUPIL OF  
EUGENE HEFFLEY, NEW YORK CITY.

INSTRUCTOR IN PIANO.

## BESSIE AMELIA KNAPP,

GRADUATE IN VOICE, VON KLENNER SCHOOL OF MUSIC, NEW YORK CITY;  
GRADUATE IN PUBLIC SCHOOL MUSIC, NEW YORK UNIVERSITY  
SUMMER SCHOOL.

INSTRUCTOR IN VOICE.

## MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY.

## LEILA NOFFSINGER HORN, Mus.B.,

OBERLIN CONSERVATORY OF MUSIC, OBERLIN, OHIO, GRADUATE IN PIANO AND  
THEORY; PUPIL IN PIANO OF MRS. MAUDE T. DOOLITTLE; IN  
THEORY OF PROF. ARTHUR E. HEACOX; IN ORGAN  
OF PROF. J. F. ALDERFER.

INSTRUCTOR IN THEORY.

# Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work. Since it is generally recognized that in order to have a broad and thorough knowledge of the science and appreciation of music one must also be trained along other lines, a literary requirement for entrance and also for graduation is made in addition to the special music and theoretical work.

The school is equipped with thirty-eight upright pianos, three grand pianos, one pedal piano, two organs, and a library of records of standard compositions for use on the pianola, making a thorough equipment for teaching technical and artistic proficiency.

## Admission to Music Classes

- A. Literary requirements.
- B. Musical and technical requirements.

### A. *Literary requirements.*

For full admission to the freshman class a candidate must offer fourteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 33-44. A unit represents four one-hour recitations or five forty-five minute recitations a week throughout a secondary school year.

Every candidate for a diploma in music must offer:

French or German	}	.....	2 units
English	.....		3 units
*Elective	.....		9 units
Total.....			14 units

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\*Any required or elective subject allowed for entrance to the A.B. course may be offered (see page 31); or a half unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

### B. Musical and technical requirements.

Students are graded in Music on entering according to the quality as well as to the quantity of work done; therefore, on entering they will be classified only tentatively until the value of their entrance music can be determined. They will be assigned to teachers according to the grade of work which they are capable of doing. Resident students may not study except with teachers engaged by the college.

## Piano

First Year: Arm and hand and wrist foundation work; hand and finger action combined with the proper use of the wrist and arm.

*Scales:* All major scales in one octave, separate hands; arpeggios in major and minor triads, alternating hands, ascending in first position, descending in second position.

*Studies suggested:* Köhler, *Op. 218* and *Op. 163*; Gurlitt, *Op. 197*; Mrs. Virgil, *Melodious Studies*, 2 Books; Duvernoy, *Op. 176*, 2 Books.

*Pieces suggested:* Dennée, *Petite Valse*; Gurlitt, *The Fair*; Neidlinger, *Water Sprites*; Pfeffercorn, *Cradle Song*; Ambrose, *Slumber Song*; Gurlitt, *Song Without Words, Morning Song*; Reinecke, *Evening Peace, Barcarolle, At Sunset, Melody*; Rummel, *Romance*; Rogers, *Courtly Dance*; Thomé, *Remembrance, Cradle Song*.

Second Year: *Scales:* Further development of technical work; all major and minor scales, two octaves, one and two notes to M.M. 60; triads and dominant seventh arpeggios, alternating hands.

*Studies suggested:* Köhler, *Op. 242* and *Op. 157*; Burgmüller, *Op. 100*; Gurlitt, *Op. 198*.

*Pieces suggested:* Heller, *L'Avalanche, Curious Story*; Schumann, *Album for the Young*; Gurlitt, *Wanderer's Song*; Lynes, *Rondoletto, Fairy Story, Hunting Song*; Clementi, *Sonatina in C, No. 1*.

Third Year: *Scales:* Further development of technical work; all major and minor scales, one, two, and four notes to M.M. 60; triads; dominant and diminished seventh arpeggios.

*Exercises suggested:* Wolff, *Der Kleine Pischna*.

*Studies suggested:* Foote, *First Year Bach*; Foote, *First Year Händel*; Köhler, *Op. 50*; Gaynor, *Pedal Studies*; Heller, *Op. 47*; Brauer, *Op. 15*; Gurlitt, *Op. 146*.

*Sonatinas* by Diabelli, Clementi, Kuhlau, Bertini, and others.

*Pieces* suggested: Mayer, *Butterflies*; Tschaikowsky, *Song of the Lark*; Grieg, *Patriotic Song*; von Wilm, *Drolleries*; Scharwenka, *Barcarolle*; Handrock, *Scherzino*, Op. 64.

Fourth Year: *Scales*: Technical work continued; \*all major and minor scales (harmonic and melodic forms) in four octaves, four notes to M.M. 80, parallel and contrary motion; all arpeggios.

*Exercises* suggested (one book required): Wolff, *Der Kleine Pischna*; L. Plaidy, *Technical Studies*.

*Studies* suggested: Duvernoy, Op. 120; Bertini, Op. 100; Czerny, Op. 636; Jensen, 25 *Piano Studies*; Heller, Op. 45 and Op. 46; Gurlitt, Op. 54.

Bach, *Little Preludes and Fugues*.

*Sonatas* or *Sonatinas* suggested (one required); Mozart, *Sonata in C Major*; Haydn, *Sonata in C Major*; Beethoven, *Sonata in G Minor*, Op. 49; Clementi, *Sonatina in D Major*.

*Pieces* suggested: Händel, *Courante* (Foote); Heller, *Il Penseroso*; Jensen, *Elfin Dance*; Schytte, *Youth and Joy*; Lack, *Cabaletta*; Emery, *Fingertwist*; Chaminade, *Gavotte*; Dennée, *Tarantelle*; Mayer, *Harpsounds*; Grieg, *Album-leaf in A Major* and *in E Minor*.

## Organ

An acquaintance with the piano keyboard and a facility in sight-reading is necessary before beginning organ. Those who contemplate taking work in this department should consult with the Dean. Students who take their diploma in Organ must do three years of work in this department after having completed and been examined on the freshman work in Piano; therefore, the entrance requirements are the same as those for Piano. See page 92.

## Violin

First Year: Correct position of violin and bow; a theoretical and practical knowledge of the first position; all major and minor scales in one octave; various rhythmical and staccato bowings.

*Books* suggested: Hersey, *Modern Violin Method*; de Bériot, *Violin Method*; Laoureux, *Violin Method*.

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\*No student will be admitted to the freshman music class unless she can play faultlessly all major and minor scales.

*Etudes* suggested: Wohlfahrt, *Etudes*; Samie, *Etudes Mignonnes*; St. George, *30 Short Etudes*; Dancla, *One Octave Exercises*.

*Pieces* suggested: Short pieces by Jean Conte, Bloch, Gustave Stube, Lange, and others.

Second Year: Theoretical and practical knowledge of all the positions; all major and minor scales in two octaves; staccato and saltato bowings.

*Books* suggested: Hrimaly, *Scale Studies*.

*Etudes* suggested: Kayser, *36 Etudes*; Meerts, *Elementary Studies*.

*Concertos* suggested: Seitz, *Pupil's Concertos*, G Major, No. 2.

*Pieces* by Hermann, Bohm, Dancla, Hollander, and others.

## Voice

Students wishing to take their diploma in Voice must offer the same entrance work in Piano as those majoring in Piano. The Voice work of students who cannot meet the entrance requirements will be rated as preparatory.

## Theory

A knowledge of notation; the formation of major and minor scales, and of major and minor triads; relative keys, simple and compound time; tonality; intonation; ear-training and sight-singing; transposition.

## Conditioned Students

A freshman may be conditioned to the extent of two units, but only a slight condition will be allowed in the department in which she majors.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed.

Juniors and Seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a Junior or Senior if conditioned in the department in which she majors. She will be allowed until the end of the first semester to remove such a condition.

## Irregular Students

A music student who does not take a course leading to a diploma in music may be classed as an irregular student if she is able to meet the entrance requirements. She must offer three units in English and two in French or German. She may be conditioned to the extent of two units. Irregular students are required to take fifteen hours a week, except mature students living in Raleigh.

## Requirements for Graduation

To be entitled to a diploma from the School of Music, the student, in addition to the fourteen units offered for entrance, must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, the required theoretical and literary courses, the required number of electives (see courses outlined, pages 98-99, for Diploma in Music), and must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Organ, Violin, and Voice must have completed and been examined on the Sophomore work in Piano.

Each music student is required to take approximately forty-five hours of work a week. This is the equivalent of the number of hours assigned the students in the A.B. and B.S. courses, where it is rated as fifteen hours of recitation and thirty hours of preparation. No student may take more than forty-eight hours of work a week, except by action of the Academic Council. Seniors are not required to take more than the number of hours necessary to obtain their diploma.

During the regular examination week at the end of the second semester all students studying in the School of Music, except mature nonresident students registered for music only, will take an examination before the college music teachers. Those taking preparatory music will have an examination before the instructors in that department, and the director.

At Mid-year, examinations will be given to such students as apply for them and to those who, in the opinion of the teacher and director, should take them.

## Public School Music

In order to meet the demand for well-equipped public school music supervisors, Meredith College offers a four-year course leading to a diploma in this subject, the first two years of which are the same as for the regular music course.

The aim of this course is to train the student in subject-matter and to bring her to an appreciation of the general conditions to be found in the schoolroom, and to prepare her to meet, in an efficient manner, the supervisor's problems from the primary grades through the high school.

## Musical Composition

A course leading to a diploma in Musical Composition has been arranged for those who show special talent along this line. No one will be permitted to major in this department except on the special recommendation of the Director. For the first two years the course is the same as the regular course leading to a diploma in Music. See pages 98-99.

## Students' Recitals

Students' recitals are held every Thursday at five o'clock. All music students are required to attend and to take part in them when requested to do so by their teachers.

Freshmen and Sophomores in all departments will appear in recital at least once each semester. However, freshmen in voice may be excused the first semester at the discretion of the instructor. Juniors will be heard twice each semester; seniors, at the discretion of their major professors. Preparatory students



and college students not majoring in Music will be required to appear once a year. Each number on the programs will include a study or an exercise.

Only graduates and unconditioned seniors may give individual recitals. Those completing merely the work in Piano, Voice, Organ or Violin, but who have not taken the theoretical and literary work outlined in the course of study leading to a diploma in music, may appear in college programs only in groups of three as advanced students.

All students' recitals are under the supervision of the Director, who will arrange the programs with the teachers whose students are to take part in them.

## Concerts

The students have frequent opportunities of hearing noted artists in concert, which is of incalculable benefit to those pursuing a musical education. Music students are expected to attend all concerts given under the auspices of the school.

Recitals, which are free to all students, are given at intervals during the session by members of the Music Faculty.

## Music Supplies

Music students are expected to deposit a sum of money at the beginning of the session, sufficient to pay for sheet music and music supplies used. College students should deposit \$5; preparatory students, \$2.50. Music supplies will be under the direction of the College, and may be got from the secretary at her office hours. No music will be charged to students.

## Outline of Course for Diploma in School of Music

## Freshman Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 1.....	2	6	(101)
*Theory 1.....	2	6	(101)
*English Composition 1.....	3	9	(61)
*French 1 or German 1.....	3	9	(58)
Recitals.....		1	(96)
Two half-hour music lessons each week.....		1	
† §Practice.....		15 to 16	
Total hours for work each week, including preparation.....		47 to 48	

## Sophomore Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 2.....	2	6	(102)
*Music History 1.....	2	6	(104)
*English Literature 1.....	3	9	(62)
*French 2 or German 2.....	3	9	(58)
Ensemble.....		1	(105)
Recitals.....		1	(96)
Two half-hour music lessons each week.....		1	
†† §Practice.....		12½ to 15	
Total hours of work each week, including preparation.....		45½ to 48	

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\*Each hour of recitation is supposed to require two hours of preparation.

†Music students taking work in the college choir may count the time as one of the maximum number of practice hours.

‡Students majoring in Organ practice one to two hours daily; the rest of their practice hours are in Piano.

§Freshman and sophomores in Voice practice only one or two hours daily in this subject; the remainder of their practice hours are in Piano, the Freshman work of which is to be completed by the end of the sophomore year.

### Junior Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 3.....	2	6	(102)
*Music History 2.....	3	9	(104)
*Analysis 1.....	2	6	(103)
Music Pedagogy 1.....		1	(104)
Chamber Music.....		1	(106)
Interpretation Class.....		1	(106)
Recitals.....		1	(96)
Two half-hour music lessons each week..		1	
†‡§Practice.....		20 to 21	
Total hours of work each week,			
including preparation.....		46 to 47	

### Senior Year

Subjects	Credit Hours	Total Hours	Page
*Harmony 4.....	2	6	(102)
*Music Pedagogy 2.....	1	3	(105)
*¶Electives.....	4	12	
Chamber Music.....		1	(106)
Interpretation Class.....		1	(106)
Recitals.....		1	(96)
Two half-hour music lessons each week..		1	
†‡§ Practice.....		20 to 21	
Total hours of work each week,			
including preparation.....		45 to 46	

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\*Each hour of recitation is supposed to require two hours of preparation.

†Music students taking work in the college choir may count the time as one of the twenty-one practice hours.

‡Students majoring in Organ practice two hours daily; the rest of their practice hours are in Piano.

§Juniors and seniors majoring in Voice practice two hours daily. The other hours are made up in sophomore Piano.

¶Those expecting to teach are advised to elect Education 3.

## SCHEDULE OF RECITATIONS, SCHOOL OF MUSIC

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	Harmony 1 (a) English Comp. 1 (a) English Lit. 1 (a)	Music History 1 Music Pedagogy 2	Harmony 1 (a) English Comp. 1 (a) English Lit. 1 (a)	Music History 1	English Comp. 1 (a) English Lit. 1 (a)
10:00	Analysis English Comp. 1 (b) English Lit. 1 (b)	French 1 (a) Education 2	Analysis English Comp. 1 (b) English Lit. 1 (b)	French 1 (a) Education 2	French 1 (a) English Comp. 1 (b) English Lit. 1 (b)
11:00	Harmony 3 German 2 French 1 (b)	Education 3 French 1 (b)	Harmony 2 German 2 French 2	Harmony 3 Education 3 French 1 (b)	Harmony 2 German 2 French 2
12:00	Music History 2 French 2 German 1 Psychology English Comp. 1 (c)	Harmony 4 Music Pedagogy 1	Music History 2 German 1 Psychology English Comp. 1 (c)	Harmony 4	Music History 2 German 1 Psychology English Comp. 1 (c)
1:30	English Comp. 1 (d)	Harmony 1 (b)	English Comp. 1 (d)	Harmony 1 (b)	English Comp. 1 (b)
2:30	Theory 1	Theory 1		Theory 1	Theory 1
3:30			Choir Rehearsal		
5:00	Ensemble		Recital		
7:30		Chamber Music		Interpretation	

# \* Theoretical Courses

## Theory

### 1. Theory and Sightsinging (Solfeggio).

Required of all freshmen in Music. Four hours of class work and two hours of preparation a week, making two credit hours. Tuesday, Wednesday, Friday, Saturday, 2:30.

Miss Horn.

First semester: Notation and accent (natural and artificial); rhythm; tempo; the composition of diminished and augmented intervals; diatonic and chromatic scales; modulation; clefs; music terminology; acoustics.

Recognition by ear and production by voice of all diatonic and chromatic intervals, of major and minor triads and their inversions, and of the chord of the dominant seventh; the study of all simple and compound time; sightsinging exercises including the above; dictation exercises similar to the sightsinging exercises.

Second semester: Recognition by ear and production by voice of all secondary and diminished seventh and ninth chords, and of all irregular and syncopated rhythms; sightsinging exercises including the above, also distant and enharmonic modulations; dictation exercises similar to the sightsinging exercises; transposition of exercises in all major and minor keys.

## Harmony

### 1. Harmony.

Required of freshmen. Elective for A.B. and B.S. students if followed by Harmony 2. Two hours a week for a year. Sec. (a), Tuesday, Thursday, 9; Sec. (b), Wednesday, Friday, 1:30.

Miss Williams.

Triads and their inversions in four-part harmony (open); dominant seventh chords; cadences, both written and played; first species

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\*Maximum credit allowed toward the A.B. or B.S. degree is six hours.

of modulation; the harmonizing of simple basses and sopranos both by writing and at the keyboard.

Ruegger, *First Year Harmony*.

## 2. Harmony.

Required of sophomores. Elective for A.B. and B.S. students.

Two hours a week for a year. Thursday, Saturday, 11.

Miss Nash.

Secondary seventh and ninth chords; second species of modulation; passing tones; the harmonization both written and at the keyboard of figured and unfigured basses; accompaniments to easy melodies; original work in form of hymn-tunes and easy instrumental pieces.

Ruegger, *Second Year Harmony*.

## 3. Advanced Harmony.

Required of juniors. Elective for A.B. and B.S. students.

Two hours a week for a year. Tuesday, Friday, 11.

Miss Ruegger.

Altered chords; suspensions; chromatic and enharmonic harmonies; distant and enharmonic modulations; harmonization by writing and at the keyboard of difficult basses and sopranos; the accompanying at sight of easy melodies with no given bass; original composition.

Ruegger, *Advanced Harmony*.

## 4. Counterpoint, Canon, Fugue.

Required of seniors. Two hours a week for a year. Wednesday, Friday, 12.

Miss Ruegger.

(a) Counterpoint. Two hours a week for the first semester. Simple counterpoint in the five species; harmonization at the keyboard of Bach's figured chorales; two-, three-, and four-part writing; double counterpoint.

(b) Canon and Fugue. Two hours a week for the second semester. Elements of imitation; five- to eight-part writing; writing of simple and double canons; analysis of Bach's Welltempered Clavichord; writing in eight and sixteen parts for two choirs.

TEXTS.—Bridge, *Counterpoint*; Higgs, *Fugue*.

## Analysis

### 1. Musical Form and Analysis.

Required of juniors. Elective for A.B. and B.S. students. Two hours a week for a year. Tuesday, Thursday, 10.

Mr. Gleason.

Elements of musical form from the motive and primary to the analysis of important types of classic and modern music with special reference to the Sonata as the type of the perfect form.

## Composition

### 1. Composition.

Required of juniors in Musical Composition. Elective for other juniors, and seniors in Music. One hour a week for a year. Hour of recitation to be arranged.

Miss Ruegger.

Original piano composition in the forms of the classic period; Minuet, Gavotte, Bourrée, Rondo, Sonatina, Sonata; writing of songs, anthems, and other vocal compositions.

### 2. Instrumentation.

Required of seniors in Musical Composition. Open to other students who have completed Composition. One hour a week for a year.

Miss Ruegger.

A thorough and practical study of all the instruments of the modern orchestra; the reading of orchestral scores; transposition at sight of any phrase into the key and setting (clef) needed for any given instrument; arranging of piano compositions for (a) string orchestra, (b) full orchestra, (c) for choral use; the arranging of orchestral scores for piano for two hands, four hands, and eight hands.



## History of Music

### 1. History of Music.

Required of sophomores. Elective for A.B. and B.S. students.

Two hours a week for a year. Wednesday, Friday, 9.

Miss McCullers.

First semester: A history of Music from primitive times to the period of Haydn, Mozart, and Beethoven.

Second semester: From the period of Haydn, Mozart, and Beethoven to the present time.

This is a sophomore study, and should not be taken until English Composition 1 has been completed.

TEXT.—Baltzell, *History of Music*; collateral reading.

### 2. Advanced History of Music.

Required of juniors. Elective for A.B. and B.S. students.

Three hours a week for a year. Tuesday, Thursday, Saturday,

12. Prerequisite, History of Music 1.

Miss Ruegger.

A more detailed and intensive study of music from the work of Johann Sebastian Bach to the present time with the background of political and social history; one of the three hours of the class will occasionally be used for recitals illustrative of the work being covered.

TEXT.—Waldo Pratt, *History of Music*.

### 3. Advanced Music History.

Required of seniors in Music Composition. Open to other music seniors. One hour a week for a year. Hour of recitation to be arranged.

A critical analysis of instrumental and vocal masterworks of all periods, with special attention to orchestral and choral works.

## Music Pedagogy

### 1. Music Pedagogy.

Required of juniors. One lecture each week. Wednesday, 12.

This work does not require preparation.

Mrs. Ferrell.

Methods of teaching to children notation, piano technic, elements of theory, rhythm, ear training. Material for beginners of different ages.

## 2. Music Pedagogy.

Required of seniors. One hour a week for a year. Wednesday, 9.

Mrs. Ferrell.

Continuation of the work of the junior year with special reference to class work; methods of presenting major and minor scales and triads, dominant seventh and diminished chords; lectures on general aspects of piano teaching; a systematic study of teaching material; means and methods of correcting mistakes in technic, intonation, and rhythm.

Students taking this work do two hours of practice teaching each week under the direct supervision of the instructor.

# Public School Music Methods

## 1. Public School Methods.

Required of juniors in Public School Music. Elective for other students, and as such counts one hour toward a degree. Two hours a week for a year. Wednesday, Friday, 1:30.

Problems and methods of music instruction in the grades and in the high school; beating time; sight-reading; individual and part singing; rote songs; how to conduct the music period; formation and conducting of school choruses and orchestras; the necessity for music study in public schools; supervision; relation of supervisor to other teachers, the superintendent, and to the community.

# Ensemble Playing

## 1. Ensemble.

Required of juniors and seniors in Voice, and all sophomores. One hour a week for a year. Tuesday, 5 p. m.

Miss Ruegger.

Four- and eight-hand arrangements of the simpler overtures and symphonies of the classical masters, with the addition of stringed

instruments, are studied. Ensemble is valuable in that it cultivates self-control, proficiency in sight-reading, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

## 2. Chamber Music.

One hour a week. Required of juniors and seniors in Piano, Organ, and Violin. Wednesday, 7:30-9:30 p. m.

Miss Ruegger.

One of the chief advantages which a School of Music offers is the opportunity for advanced ensemble playing. The course comprises a practical study of the classic and modern works of Chamber Music from the easy Sonatas by Haydn and Mozart to the more advanced forms of Chamber Music, such as trios and quartets by Beethoven, Mendelssohn, Schubert, Brahms, and others.

Classes are organized as follows: (1) Chamber Music for Piano and Stringed Instruments, 1 hour per week; (2) String quartet class, 1 hour per week.

## Interpretation Class

### 1. Interpretation.

Required of all juniors and seniors in Music. One hour a week for the year. Friday, 7:30 p. m.

Miss Ruegger.

The aim of this class is to enable students to understand and interpret the work of all periods and styles through a knowledge of the æsthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also the forms of expression peculiar to him and to his time. Special attention is given to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordants, trills. The compositions studied by different members of the class are analyzed, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire.

## Chorus and Choir Training

### 1. Chorus and Choir Training.

Required of Music students with good singing voices, and open to other students with good singing voices. One hour a week for a year. Thursday, 3:30.

Miss Ruegger.

The College choir is composed of approximately sixty voices. The best music, consisting of hymns, anthems, and choruses, is studied. The choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons, and on other public occasions.

## Department of Pianoforte

EDWARD GLEASON, *Professor.*

CATHERINE JESSIE WILLIAMS, *Associate Professor.*

MARY ELIZABETH McCULLERS, *Instructor.*

SARAH LAMBERT BLALOCK, *Instructor.*

### 1. FRESHMEN.

*Scales:* Scales in octaves, thirds, sixths, and tenths.

*Exercises:* Pischna, *Exercises*; L. Plaidy, *Technical Studies.*

*Etudes:* \*Czerny, *Op. 299*; Biehl, *12 Melodious Studies*; Bertini, *50 Selected Studies*; Clementi, *Preludes and Exercises*; Czerny, *Opus 553, Octave Studies.*

*Bach:* Bach, J. S., *Two-Part Inventions*; Henning, *Two-Part Fughettas and Fugues*; Ph. E. Bach, *Solfegietto.*

*Sonatas* (one of the following is required): Haydn, *D Major, E Minor, No. 6 in F*; Mozart, *F Major No. 7*; Clementi, *D Major*; Krause, *D Major.*

*Pieces:* Beethoven, *Variations in G*; Mendelssohn, *Songs without Words*; Grieg, *Album Leaves*; and other standard compositions.

### 2. SOPHOMORE.

*Scales:* Scales in octaves, thirds, sixths, and tenths; technical work continued.

*Exercises:* \*Pischna, *Exercises*; Hannon, *Virtuoso School*; Kullak, *Octave Studies.*

*Etudes*: \*Czerny, *Opus 299*, continued; Cramer, *Selected Studies*.

*Bach*, \*Two- and Three-Part Inventions; French Suites; English Suites.

*Sonatas* (one of the following required): Mozart, *No. 15 in D*, *No. 13 in D Major*; Beethoven, *Op. 14, Nos. 1 and 2*, *Op. 2, No. 1*.

*Pieces suggested*: Rheinberger, *Ballade G Minor*; Schubert, *Impromptus*; Gurlitt, *Capricietto*; Raff, *La Fileuse*; and other pieces by standard composers.

### 3. JUNIOR.

*Scales*: Scales in octaves, thirds, sixths, tenths, and double thirds; technical work and studies continued.

*Exercises*: Hannon, *Virtuoso School*; Kullak, *Octave School*.

*Etudes*: Czerny, *Opus 740*; \*Clementi, *Gradus ad Parnassum*; Moscheles, *Etudes*.

*Bach*, *J. S.*, *Partitas*; \**The Welltempered Clavichord*.

*Sonatas* (one required): Beethoven, *Op. 10 No. 2*, *Op. 26*, *Op. 14*, *Op. 22*; Mozart, *Fantaisie in C Minor*.

*Concertos*: Bach, *Italian Concerto*; Mozart, *D Minor*.

*Pieces suggested*: Schumann, *Aufschwung*; Mendelssohn, *Rondo Capriccioso*; and other standard compositions.

*Chamber Music* (one work from the following): Sonatas for Piano and Violin—Mozart, *E Minor No. 4*, *A Major No. 1*, *D Major No. 3*, *F Major No. 7*, *D Major No. 1*.

### 4. SENIOR.

*Scales*: Scales in double thirds and double sixths; technical work continued.

*Etudes*: Henselt; Chopin.

*Bach*, \**The Welltempered Clavichord*.

*Sonatas*: Any of Scarlatti; Beethoven, *Op. 13, 31, 57, and 27 Nos. 1 and 2*; Schumann, *G Minor*; Grieg, *G Minor*.

*Concertos*: Beethoven, *C Minor, G Major*; Hummel, *A Minor, B Minor*; Weber, *Concertstück*; Mendelssohn, *G Minor*; MacDowell, *A Minor*.

*Pieces suggested*: Brahms, *Intermezzi, Rhapsodies*; Schumann, *Faschingsschwank*; and other standard compositions.

*Chamber Music* (one work from the following): Sonatas for Piano and Violin—Mozart, *Nos. 10 and 12*; Beethoven, *Nos. 4, 5, and 8*; Grieg, *Sonata in F Major or C Minor*; Beethoven, *Trio in C Minor*; Mendelssohn, *Trio in D Minor*; Mozart, *Quartette in G Minor*.

## 5. GRADUATE COURSE.

For those desiring to prepare themselves more fully for teaching, or for piano playing, a course will be arranged. Wide discretion will be exercised in selecting works to be studied.

# Department of Organ

EDWARD GLEASON, *Professor.*

## 1. †FRESHMAN.

*Scales* in octaves, thirds, sixths, and tenths.

*Exercises:* Wolff, *\*Der Kleine Pischna*; Joseffy, *First Book of Daily Exercises*; Jackson, *Scales and Chords*.

*Etudes:* \*Czerny, *Op. 299, Books I and II*; Biehl, *12 Melodious Studies*; Turner, *12 Special Studies*; Czerny, *Op. 553, Octave Studies*; Clementi, *Preludes and Exercises*.

*Bach, J. S., Inventions*; Henning, *Two-Part Fughettas and Fugues*; Ph. E. Bach, *Solfegietto*.

*Sonatas* (one required): Haydn, *D Major, E Minor*; Mozart, *F Major No. 7*; Clementi, *D Major*; Krause, *D Major*.

*Pieces suggested:* Beethoven, *Variations in G*; Mendelssohn, *Songs Without Words*; and other standard compositions.

## 2. †SOPHOMORE.

Pedal technic established; organ touch; Clemmens, *Organ School*, Book 1; Stainer, *Organ School*; Horner, *Pedal Studies*; Whiting, *Pedal Studies for Beginners*.

*Bach, Easy Preludes and Fugues, Choral Preludes.*

*Easier pieces* by Guilmant, Batiste, Lemare, Rogers, and others.

## 3. †JUNIOR.

*Studies:* Nilson, *Pedal Studies*; Dudley Buck, *Pedal Phrasing Studies*; Bach, *Little Prelude and Fugue, G Minor, Easy Preludes and Fugues*.

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†As students who take their diploma in Organ must do three years in the department after having completed the freshman work in Piano, the freshman year will be devoted to Piano, and the regular work in Organ will begin with the sophomore year.

†As graduates in Organ must have completed and been examined on sophomore Piano, students will continue their piano work after the freshman year, with at least one lesson a week.

Selections from Händel, Rheinberger, Guilmant, Dubois, and other standard composers.

Transposing at sight of hymn tunes; modulation for church use; accompanying sacred songs and anthems.

#### 4. SENIOR.

Bach, *Greater Preludes and Fugues*. Sonatas and other compositions of Händel, Mendelssohn, Rheinberger, Guilmant, Widor, Rogers, Dubois, Saint Saens.

## Department of Violin

CHARLOTTE RUEGGER, *Professor*.

#### 1. FRESHMAN.

*Scales*: Major and minor scales in three octaves; all legato and staccato bowings.

*Exercises*: Dancla, *Daily Exercises*; Schradieck, *Scale Studies*; Sevcik, *Violin Technic, Books I and II*; exercises and double stops.

*Etudes*: Kayser, *Etudes, Books II and III*; Mazas, *Etudes Speciales*.

*Pieces suggested*: Ortmans, *Concerto, D Major*; Sitt, *Student Concertos*; Schubert, *Sonatinas*; Kriens, *Suite*; Accolay, *Concertos*.

#### 2. SOPHOMORE.

*Scales*: Scales and arpeggios in three octaves; Sitt, *Scale Studies*.

*Exercises*: Sevcik, *Books II and III*; exercises in thirds.

*Etudes*: Dont, *24 Etudes*; Léonard, *La Petite Gymnastique*; Wilhelmly, *Etudes*.

*Pieces suggested*: Accolay, *Concerto*; Correlli, *Sonatas, Nos. 8 and 10*; de Bériot, *Scène de Ballet*; David, *Romance*; Vieuxtemps, *Trois Morceaux de Salon*; Spohr, *Barcarolle*.

#### 3. JUNIOR.

*Scales*: Scales in octaves and thirds; technical work continued.

*Exercises*: Sevcik, *Book IV*; Léonard, *La Grande Gymnastique*; Flesch, *Urstudien*.

*Etudes*: Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *12 Etudes*.

*Sonatas*: Nardini, *D Major*; Händel, *A Major, No. 6*; Tartini, *G Minor*.



*Pieces suggested:* de Bériot, *Concertos*, Nos. 9, 8, and 7; Rode, *Concertos*, *A Minor* No. 7 and *E Minor* No. 8; Vieuxtemps, *Ballade and Polonaise*, *Romance in F*; Beethoven, *Romanze in F*; and other pieces by standard composers.

*Chamber Music:* Sonatas for Violin and Piano—Mozart, *E Minor* No. 4, *A Major* No. 1, *D Major* No. 3, *F Major* No. 7; Beethoven, *D Major* No. 1; quartets by Haydn and Mozart.

A violin class meets two hours each week, and juniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work, which is discussed and criticized by the members of the class.

#### 4. SENIOR.

*Scales:* Scales and technical work continued.

*Etudes:* Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *24 Etudes*; Gaviniès, *Caprices*; Campagnoli, *Caprices*.

*Sonatas:* Bach, *G Minor*, *E Major*; Leclair, *Le Tombeau*; Tartini, *Devil's Trill*.

*Concertos* by Vieuxtemps, Bruch, Mendelssohn, and Spohr; other standard compositions.

*Chamber Music:* Sonatas for Violin and Piano—Beethoven, Nos. 5 and 7; Mozart, Nos. 10, 11, and 12; Schumann, *A Minor*; Brahms, *D Minor*; trios and quartets by Beethoven, Mendelssohn, Hummel, Rubinstein.

A violin class meets two hours each week, and seniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work, which is discussed and criticised by the members of the class.

#### 5. GRADUATE COURSE.

For those desiring to perfect themselves more fully for concert work or for advanced teaching, a special course will be given. It will include a study of the concertos and greater works of Beethoven, Mendelssohn, Paganini, Bruch, Sinding, Goldmark, Brahms, Tschai-kowsky, Ernst, Lalo, and others.

## Department of Voice Culture

HELEN MARIE DAY, *Professor.*

HARRIET LOUISE DAY, *Professor.*

BESSIE AMELIA KNAPP, *Instructor.*

### 1. FRESHMAN.

Vocal anatomy; tone placing and formation; development of the chest; breath control; breathing allied with attack; staccato.

*Studies:* Behnke and Pearce, Vaccai, Abt, Nave.

*Songs suggested:* Cowan, *Snowflakes*; Gaynor, *Group of Five Songs*; Shelley, *The Arabian Slave*; H. Norris, *Thou art so like a Flower*.

### 2. SOPHOMORE.

The technical work of the freshman year continued; exercises for equalization of registers.

*Studies:* Vaccai, Abt, Nave, Vigna, Bordogni, Panofka, Concone.

*English and American songs suggested:* Huntington Woodman, *An Open Secret*; Whitney Coombs, *An Indian Serenade*; Cadman, *The Shrine*; A. Whiting, *Three Songs, Op. 21*; M. Beach, *A Prelude*.

### 3. JUNIOR.

Technical work continued; dynamics; the portamento; mordents; trills; cadenzas.

*Studies:* Concone, Marchesi, Panseron.

*Arias from the following oratorios:* Händel, *The Messiah*; Mendelssohn, *Elijah*; *from the following operas:* Gluck, *Orpheus and Eurydice*; Gounod, *Faust*; Bizet, *Carmen*; Massenet, *Manon*.

*Songs selected from the following:* American and English composers, MacDowell, La Forge, Salter, Spross, S. Homer, A. Ware, Van der Stucken, Chadwick, Parsons, Damrosch, Huhn; German composers, Schubert, Schumann, Franz, Lassen, Abt, Mendelssohn; Italian composers, Marchesi, Lamperti, Dell 'Sede, Bordogni, Bordese; French composers, R. Hahn, Massenet, Fauré, Godard, Thomé, Lemaire, Viardot.

### 4. SENIOR.

Technical work continued.

*Selections from the following:* Arias from the following oratorios: *The Messiah*, *Samson*, *The Creation*, *Elijah*, *Gallia*, *Stabat Mater* (Rossini), and from classic and modern operas. Songs from modern and classic composers continued.

## Needs of the College

The standard of college education is advancing so rapidly in the South that it will be necessary for the endowment to be constantly increased if Meredith is to carry out the ideals of its founders. Each year additional library and laboratory equipment makes itself more strongly felt, and higher salaries are demanded by experienced college-trained teachers. As \$200,000 is generally recognized as the *minimum* endowment for a standard college, gifts to increase the endowment fund are especially needed.

As Meredith has been rated by educational authorities as coming nearer to the standard set by the Association of Colleges and Secondary Schools of the Southern States than any other college for women in North Carolina, we hope that those interested in the education of women will enable us to increase our equipment so that we may fulfill all the conditions now demanded by standard colleges.

In order to do this, it will be necessary for us to have gifts and bequests providing for:

1. New Dormitories.
2. Science Building.
3. Increase of General Endowment.
4. Endowment of Professorships.
5. Loan Fund.
6. Scholarships.\*
7. Gymnasium.
8. Infirmary Building.
9. Library Building.
10. Music Building.
11. Laundry Building.
12. Larger Grounds.

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\*Income from two thousand dollars will endow a tuition scholarship; income from five thousand dollars at six per cent will endow a scholarship covering all expenses in the literary course.

Since many in the State are unable to make large donations, we must depend for the present mainly on legacies and numerous small gifts; hence we suggest the following forms to any desiring to make a bequest to the college in their wills:

I give and bequeath to Meredith College the sum of ..... dollars, for the use and benefit of the said College.

I give and bequeath to Meredith College the sum of ..... thousand dollars, to be invested and called the ..... Scholarship (or Professorship).

I give and bequeath to Meredith College the sum of ..... thousand dollars, to be used for a ..... building.

# Register of College Students

## A.B. and B.S. Courses

### Senior Class

✓Aydlett, Helen Byrd, A.B.....	Elizabeth City
Bailey, Beulah May, B.S.....	Kenly
✓Ball, Earla Ravenscroft, A.B.....	Ditchley, Va.
-Beasley, Harriet Stewart, B.S.....	Monroe
Brackett, Annie Laura, A.B.....	Landrum, S. C.
Brewer, Ellen Dozier, A.B.....	Raleigh
Bunch, Abscilla Albania, A.B.....	Edenton
Carter, Mattie May Bryan, A.B.....	West Asheville
Current, Jeannette Lamina, A.B.....	Woodleaf
-English, Ethel, B.S.....	Mars Hill
Heinzerling, Myrtle Louise, A.B.....	Statesville
Lyon, Janie Olivia, A.B.....	Windsor
Martin, Essie, A.B.....	Alexander
Matthews, Katherine, A.B.....	Maxton
✓Mercer, Annie Williams, A.B.....	Thomasville
✓Mullen, Irene Modelle, A.B.....	Bunn
Nall, Annie Mabelle, A.B.....	Sanford
Norwood, Mary Law, A.B.....	Goldsboro
Olive, Grace Carlton, A.B.....	Apex
Olive, Myra Vivian, A.B.....	Fayetteville
Parker, Ethel Mae, A.B.....	King's Mountain
Rogers, Carmen Lou, A.B.....	Creedmoor
Stanton, Bessie, A.B.....	Rowland

### Junior Class

-Ashcraft, Mary Boshamer, A.B.....	Wadesboro
Covington, Kathleen, A.B.....	Wadesboro
Gibson, Annie Laurie, A.B.....	Laurel Hill
Haynes, French Leo, A.B.....	Clyde
Herring, Celia, A.B.....	Chengchow, Honan, China
Herring, Mary Belle, A.B.....	Raleigh
Higgs, Madeleine Whitmore, B.S.....	Greenville
Joyner, Beulah, B.S.....	Rocky Mount
Murray, Margaret Katherine, A.B.....	Rose Hill

Peterson, Mary Claire, A.B.....	Wilmington
Ray, Bonnie Estelle, A.B.....	Clinton
Riddick, Elsie, A.B.....	Asheville
Stafford, Lillian, B.S.....	North Wilkesboro
Watkins, Catherine Inez, A.B.....	Goldsboro

### Sophomore Class

Aycock, Lillie May, A.B.....	Louisburg
Bland, Dorothy, A.B.....	Burgaw
Bullard, Lena, B.S.....	Fayetteville
Burke, Blanche Lenore, B.S.....	Maxton
Butler, Mary Ida, A.B.....	Fayetteville
Carroll, Mary Jane, A.B.....	Winterville
Daniels, Madge Westcott, A.B.....	Manteo
Davis, Isla Belle, A.B.....	Raleigh
Dean, Eva Louise, A.B.....	Raleigh
Eddins, Vernie Scarborough, A.B.....	Palmerville
Eller, Vera Faustina, B.S.....	Ready Branch
Gunter, Mattie Burke, A.B.....	Sanford
Hatcher, Gladys Marguerite, B.S.....	Rose Hill
Hendren, Rochelle, B.S.....	Chadbourn
Herring, Mary Belle, A.B.....	Raleigh
Hocutt, Berta, A.B.....	Ashton
Hunt, Mary Sue, A.B.....	Cliffside
Johnston, Ophelia Calhoun, A.B.....	Raleigh
Lackey, Lillie Susanna, B.S.....	Fallston
McMillan, Janie Mae, B.S.....	Laurinburg
McNeil, Vivian Atwood, A.B.....	Lumberton
Maddrey, Marguerite Williams, B.S.....	Seaboard
Martin, Avarie McDuffy, A.B.....	Granite Falls
Martin, Rose Gertrude, B.S.....	Hickory
Mitchell, Zeula Clyde, A.B.....	Youngsville
Money, Rachel Irene, A.B.....	Mayodan
Parker, Annie Mary, B.S.....	Ahoskie
Poteat, Isabelle Graves, A.B.....	Greenville, S. C.
Ray, Willa Margaret, B.S.....	Raleigh
Stillwell, Jessie Mabel, A.B.....	Webster
Stone, Loula Elizabeth, A.B.....	Apex
Tally, Dora Jeannette, B.S.....	Penrose
Taylor, James Lelia, B.S.....	Gumberry
Turlington, Fannie Elizabeth, A.B.....	Salemburg

Uzzell, Annie Gray, B.S.....	Raleigh
White, Ruby, A.B.....	Windsor
Williams, Gladys Ione, A.B.....	Apex
Willis, Edna Earle, B.S.....	Washington
Wishart, Rosa Vaughan, A.B.....	Lumberton

### Freshman Class

Allen, Bertha Dora, A.B.....	Cary
Arnette, Annie Juanita, A.B.....	Mebane
Ayers, Addie Cornelia, B.S.....	Rowland
Baity, Annie Hall, A.B.....	Mocksville
Beal, Sallie May, A.B.....	Rocky Mount
Beasley, Frances Eleanor, B.S.....	Monroe
Bennett, Mary Elizabeth, B.S.....	Wingate
Biggs, Ellen Jeannette, B.S.....	Lumberton
Bowen, Pearl, B.S.....	Burgaw
Boyd, Inez Hodnet, A.B.....	Roxboro
Brewer, Ann Eliza, A.B.....	Raleigh
Bridger, Evelyn Barrett, A.B.....	Lewiston
Butler, Berta, B.S.....	St. Paul's
Butler, Rebecca Juanita, A.B.....	Roseboro
Bynum, Ethel Berline, A.B.....	Hope Mills
Carter, Arthreene, B.S.....	Monroeville, Ala.
Copeland, Susie Fay, A.B.....	Burlington
Council, Ruth Payne, B.S.....	High Point
Cullom, Elizabeth, A.B.....	Wake Forest
Davis, Johnnie Lou, A.B.....	Aulander
Dees, Candace, B.S.....	Grantsboro
Edwards, Elizabeth Watson, B.S.....	Farmville
Eudy, Florence, B.S.....	Monroe
Fleming, Louise Elizabeth, A.B.....	Greenville
Fleming, Mildred Eliot, B.S.....	Raleigh
French, Ellen Lydia, A.B.....	Cascade, Va.
Gaddy, Wilma Ellen, B.S.....	Wingate
Gaddy, Mary Elizabeth, B.S.....	Wingate
Gardner, Lovie Elizabeth, A.B.....	Winterville
Gibson, Ruth, A.B.....	Gibson
Goodwin, Bernice, B.S.....	Apex
Gordon, Lizzie Moore, B.S.....	Baskerville, Va.
Haislip, Marian Lee, A.B.....	Lynnhaven, Va.
Hamrick, Olga, A.B.....	Rutherfordton



Harper, Lillie Cornelia, A.B.....	Louisburg
Homewood, Eunice Kent, B.S.....	Burlington
Horn, Ivie Louis, A.B.....	Mocksville
Humphrey, Thelma Lee, A.B.....	Wingate
Hunter, Elizabeth Malvina, B.S.....	Raleigh
Jenkins, Dorris James, B.S.....	Ahoskie
Johnson, Mary Martin, A.B.....	Raleigh
Judd, Cornelia Christine, A.B.....	Sanford
Judd, Hilda Lane, A.B.....	Raleigh
Judd, Mary Lynne, A.B.....	Sanford
Kennedy, Lula Elizabeth, B.S.....	Bessemer City
Lamm, Alberta Waldine, A.B.....	Lucama
Lawrence, Alva, A.B.....	Apex
Lawrence, Buna, B.S.....	Apex
Lee, Thelma Ruth, B.S.....	Lexington
Lewis, Gladys, A.B.....	Rutherfordton
Long, Annie Ben, B.S.....	Graham
Loughlin, Gertrude Young, A.B.....	Southport
Loyd, Pearl White, A.B.....	Norlina
McKay, Alys Victoria, A.B.....	Burgaw
McIntyre, Victoria Isabel, B.S.....	Wingate
Mauney, Janie Athlene, B.S.....	New London
Maxwell, Hazel, B.S.....	Raleigh
Maynard, Louise Kittie, A.B.....	Apex
Moon, Nettie Beulah, A.B.....	Franklinville
Moore, Hannah Edna, B.S.....	Warsaw
Norwood, Elizabeth Lea, B.S.....	High Point
Oldham, Sallie Etta, A.B.....	Chapel Hill
Parker, Coralie, A.B.....	Kelford
Patterson, Ova, A.B.....	Waynesville
Penny, Jessie, A.B.....	Cary
Penton, Lidie Winstead, A.B.....	Wilmington
Pridgen, Mary, A.B.....	Kinston
Privette, Juanita Elizabeth, A.B.....	Spring Hope
Reece, Emma Mozelle, A.B.....	Dobson
Reynolds, Lulie Snow Virginia, B.S.....	Raleigh
Ricks, Mary Belle, A.B.....	Fairmont
Royster, Hattie Le May, B.S.....	Henderson
Shipman, Sarah Katherine, B.S.....	Hendersonville
Smith, Annie Loyd, A.B.....	Thomasville
Smith, Sara Whitfield, B.S.....	Durham
Smith, Sybil Hollingsworth, B.S.....	Rich Square

Smithermon, Gertrude Martin, A.B.....	East Bend
Spence, Marjorie, A.B.....	Kipling
Stillwell, Georgia Olive, B.S.....	Webster
Stowe, Ethel James, A.B.....	Gastonia
Strickland, Eula Sarah, B.S.....	Bailey
Swain, Frances Maria, B.S.....	Henderson
Taylor, Sara, A.B.....	Rutherfordton
Thompson, Nellie Blanche, A.B.....	Lexington
Thompson, May Alcott, B.S.....	Raleigh
Uzzle, Ellen, A.B.....	Wilson's Mills
Ward, Glenn, A.B.....	Edenton
Watts, Lelia Blanche, B.S.....	Taylorsville
Wheeler, Josie Ruth, B.S.....	Edenton
White, Mary Fisher, B.S.....	Windsor
White, Nellie Franklin, A.B.....	Hollister
Wilder, Annie Mae, B.S.....	Raleigh
Woodward, Sallie Anne, A.B.....	Warsaw
Yates, Louise, B.S.....	Raleigh

### Specials

Blanchard, Gertrude Alma.....	Fuquay Springs
Davis, Myrtle .....	Marshall
Green, Valeria Dora.....	Canton, China
Horner, Blanche Mattie.....	Mebane
Laton, Cornelia Mae .....	Albemarle
Lashley, Minnie Beal.....	Spray
Reeves, Selma Ruby.....	Laurel Springs
Stevens, Elma Phœbe.....	Goldsboro
Sweaney, Elsie .....	Durham
Swindell, Myrtle .....	Belhaven
Teasley, Mabel Estelle.....	Morehead City

### \*Sub-Freshmen

Bangert, Bessie Dorn.....	Raleigh
Blalock, Mary Lily.....	Weldon
Bridger, Christine Outlaw .....	Windsor
Edwards, Joyce Winifred.....	Siler City
Edwards, Lelia Mae.....	Mars Hill

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\*Although the Academy was discontinued at the close of the 1916-1917 session, provision was made for former students to continue their work for the 1917-1918 session.

Farrior, Mary Frances.....	Raleigh
Gatling, Ella Marie.....	Windsor
Hall, Ada Mae.....	Roseboro
Hall, Annie Florence.....	Roseboro
Joyner, Margaret Williams.....	Garysburg
Little, Alice .....	Wadesboro
Mull, Annie Mae.....	Shelby
Putnam, Pearl .....	Cherryville
Shields, Mary Tillery.....	Scotland Neck
Smith, Clara Estelle.....	Faison
Vernon, Esther Corinne.....	Burlington
Wade, Carita .....	Morehead City

## Summary

### SENIORS:

Registered for A.B. degree.....	20
Registered for B.S. degree.....	3
	<hr/>
Total.....	23

### JUNIORS:

Registered for A.B. degree.....	11
Registered for B.S. degree.....	3
	<hr/>
Total.....	14

### SOPHOMORES:

Registered for A.B. degree.....	24
Registered for B.S. degree.....	15
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Total.....	39

### FRESHMEN:

Registered for A.B. degree.....	52
Registered for B.S. degree.....	42
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Total.....	94

Total registered for A.B. degree.....	105
Total registered for B.S. degree.....	62

Total number college classmen.....	170
Special .....	11

Students from other Schools taking work in the College are as follows:

From Art classmen.....	10
From Music classmen.....	68
From Music irregulars.....	6
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From Sub-Freshmen .....	17
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Total.....	282

# Register of Students

## School of Art

### Senior Class

Farrior, Hester Pickett.....Raleigh

### Sophomore Class

Johnston, Margaret Frances.....Weldon

Martin, Frank .....Hickory

### Freshman Class

Beal, Ethel Mae.....Rocky Mount

Franklin, Lillian.....Bryson City

Holmes, Lucile .....Graham

Kendrick, Lela Etta .....Cherryville

Lackey, Florence Effie.....Fallston

Latham, Kathleen Stevenson.....Norfolk, Va.

Williams, Mary Eleanore.....Goldsboro

### Art Only

Boggess, Bessie Eleanor.....Raleigh

McIntosh, Anna Elizabeth.....Rockingham

McPherson, Mrs. Helen Primrose.....Raleigh

Neal, Mrs. Nannie Womack.....Yanceyville

Richardson, Mrs. Elgetti Thompson.....Raleigh

Squire, Dora .....Littleton

## Summary

Seniors .....	1	
Juniors .....	0	
Sophomores .....	2	
Freshmen .....	7	
	<hr/>	
Total.....		10
Art only .....	6	
Students from College classmen electing Art.....	1	
Students from Music electing Art.....	1	
Students from Specials electing Art.....	2	
Students from Sub-freshmen electing Art.....	2	
	<hr/>	6
Students from other Schools electing work in Art History as follows:		
From College classmen.....	13	
From School of Music.....	1	
	<hr/>	14
Students from other Schools electing Art Education as follows:		
From College classmen.....	9	
	<hr/>	
Total.....		45

# Register of Students

## School of Music

### Senior Class

Howard, Lettie Jean, <i>Piano</i> .....	Salemburg
Nash, Minnie, <i>Piano</i> .....	Elizabeth City
Trippe, Ruth, <i>Composition</i> .....	Rocky Mount

### Junior Class

Blackstock, Vivian Floy, <i>Piano</i> .....	Weaverville
Brantley, Elsie Josephine, <i>Piano</i> .....	Spring Hope
Brown, Susan Effie, <i>Piano</i> .....	Jamesville
Dickson, Lois, <i>Voice</i> .....	Wake Forest
Johnson, Ella, <i>Voice</i> .....	Thomasville

### Sophomore Class

Copple, Julia Kate, <i>Piano</i> .....	Monroe
Floyd, Carrie Estelle, <i>Piano</i> .....	Fairmont
Floyd, Sarah Margaret, <i>Piano</i> .....	Fairmont
Gardner, Mary Elmer, <i>Piano</i> .....	Danville, Va.
Hannah, Marjorie, <i>Piano</i> .....	Lawrenceville, Va.
Hardy, Frances Mae, <i>Piano</i> .....	Snow Hill
Miller, Annie Lois, <i>Piano</i> .....	Fairmont
Moore, Nona, <i>Piano</i> .....	Mars Hill
Nicholson, Bessie Lee, <i>Piano</i> .....	Maxton
Thomas, Eugenia Hendren, <i>Piano</i> .....	Clayton
Tomlinson, Helen, <i>Piano</i> .....	Smithfield
Woody, Annie Gladys, <i>Piano</i> .....	Durham

### Freshman Class

Beam, Gladys Mae, <i>Piano</i> .....	Woodsdale
Bridger, Annabel, <i>Piano</i> .....	Bladenboro
Brooks, Olive Clarisse, <i>Piano</i> .....	Woodsdale
Caldwell, Mary Lee, <i>Piano</i> .....	Lumberton
Canady, Flora Belle, <i>Piano</i> .....	Benson
Clifford, Annie Blankenship, <i>Piano</i> .....	Gastonia



Drake, Elizabeth Moultrie, <i>Piano</i> .....	Bennettsville, S. C.
Edwards, Emily, <i>Piano</i> .....	Scotland Neck
Elam, Belle Hutson, <i>Voice</i> .....	Baskerville, Va.
Ellis, Clee Barnes, <i>Piano</i> .....	Clayton
Floyd, Mary, <i>Piano</i> .....	Fairmont
Gatling, Fannie Darden, <i>Voice</i> .....	Windsor
Gibbs, Katherine, <i>Violin</i> .....	Mars Hill
Herring, Dixie Sue, <i>Piano</i> .....	Delway
Herring, Pattie Foote, <i>Piano</i> .....	Garland
Hinton, Edna Earle, <i>Piano</i> .....	Jacksonville
Huntley, Mary Elizabeth, <i>Piano</i> .....	Wadesboro
Johnson, Clara, <i>Piano</i> .....	Pittsboro
Jones, Lillie May, <i>Piano</i> .....	Nashville
Jones, Lucy Penelope, <i>Piano</i> .....	Garner
Kehoe, Emma Louise, <i>Piano</i> .....	New Bern
Kelly, Lucile Hicks, <i>Piano</i> .....	Clinton
Lee, Henry Bessie, <i>Piano</i> .....	Winton
Long, Mary Hazel, <i>Piano</i> .....	Monroe
Maxwell, Lillian Frances, <i>Piano</i> .....	Calypso
Mayo, Thelma Bennett, <i>Piano</i> .....	Washington
Millikin, Mary Ellen, <i>Piano</i> .....	Enfield
Norwood, Mary Hunter, <i>Piano</i> .....	Neuse
Odom, Berthol Louise, <i>Piano</i> .....	Nashville
Olive, Nellie Irene, <i>Piano</i> .....	Apex
Peele, Carrie Foy, <i>Piano</i> .....	Roxobel
Pettway, Olivia, <i>Piano</i> .....	Goldsboro
Pope, Clara Margaret, <i>Violin</i> .....	Lumberton
Pope, Myrtle Isabella, <i>Piano</i> .....	Coats
Powell, Elizabeth Louise, <i>Piano</i> .....	Fayetteville
Rhodes, Susie Isabel, <i>Piano</i> .....	Wake Forest
Roberson, Edna May, <i>Piano</i> .....	Nashville
Sentelle, Ruth, <i>Piano</i> .....	Clyde
Sherrod, Sallie Elizabeth, <i>Piano</i> .....	Enfield
Shipman, Josephine, <i>Piano</i> .....	Raleigh
Smith, Mary Annie, <i>Piano</i> .....	Shelby
Stell, Gladys Kathryn, <i>Piano</i> .....	Wakefield
Stewart, Mary Perry, <i>Piano</i> .....	Wingate
Strickland, Lois Frances, <i>Piano</i> .....	Raleigh
Stroud, Margaret Albright, <i>Piano</i> .....	Greensboro
Wallace, Edna Elizabeth, <i>Piano</i> .....	Parkton
Watkins, Mildred Elizabeth, <i>Piano</i> .....	Winston-Salem

Wilkinson, Maude Cressie, <i>Piano</i> .....	Belhaven
Yelvington, Thelma Leone, <i>Piano</i> .....	Clayton
Youngblood, Mildred Olivia, <i>Piano</i> .....	Fayetteville

### Irregular

Allsbrook, Esther Terriss, <i>Piano</i> .....	Weldon
Irvin, Violet Lucile, <i>Piano</i> .....	Shelby
Johnston, Nellie Mae, <i>Public School Music</i> .....	Raleigh
Lynch, Ema Loretta, <i>Piano</i> .....	Forest City
Parker, Flora Ethel, <i>Piano</i> .....	Heathsville
Williams, Clara, <i>Violin</i> .....	Barnesville

## Students Not in Residence Taking College Music Only

Aycock, Louise Roundtree, <i>Voice</i> .....	Raleigh
Bailey, Laura Warden, <i>Voice</i> .....	Raleigh
A.B., Winthrop Normal and Industrial College.	
Bass, Mrs. Lois Greene Massey, <i>Voice</i> .....	Raleigh
Benson, Mrs. Lula Underhill, <i>Voice</i> .....	Raleigh
Blalock, Sarah Lambert, <i>Organ</i> .....	Raleigh
Diploma in Piano, Meredith College.	
Bost, Mabel Augusta, <i>Voice</i> .....	Raleigh
Cincinnati Conservatory of Music.	
Bynum, Frank Hines, <i>Piano</i> .....	Raleigh
Cappelle, Leon, <i>Voice</i> .....	Raleigh
Clapp, Annie, <i>Voice</i> .....	Raleigh
Coble, Albert Henry, <i>Violin</i> .....	Raleigh
Denton, Elizabeth Vivian, <i>Piano</i> .....	Raleigh
Dewar, Susan, <i>Piano</i> .....	Raleigh
Ferrell, Ethel Lois, <i>Voice</i> .....	Raleigh
Freeman, Lemuel Elmer McMillan, <i>Voice</i> .....	Raleigh
A.M., Harvard University; Th.D., Southern Baptist Theological Seminary.	
Giles, Mrs. Katherine Reed, <i>Voice</i> .....	Raleigh
Griffith, William B., <i>Violin</i> .....	Raleigh
Hall, Mrs. Ella Lovell, <i>Voice</i> .....	Raleigh
Hankins, Foster Montgomery, <i>Violin</i> .....	Winston-Salem
Harmon, Annie Olivia, <i>Voice</i> .....	Pittsboro
Heilig, Margaret Cotten, <i>Piano</i> .....	Raleigh
Herring, Gordon Rea, <i>Violin</i> .....	Chengchow, China
Holloway, Margaret Frances, <i>Piano</i> .....	Raleigh

Holloway, Eliza Josephine, <i>Piano</i> .....	Raleigh
Horn, Lelia Noffsinger, <i>Voice</i> .....	Raleigh
Mus. B., Oberlin Conservatory of Music.	
Johnson, Essie, <i>Voice</i> .....	Chalybeate Springs
Johnson, Lois, <i>Voice</i> .....	Raleigh
A.B., Meredith College.	
Jones, Helen Marie, <i>Voice</i> .....	Raleigh
Jordan, Mrs. Helen Thompson, <i>Voice</i> .....	Raleigh
Kimball, William Van Wyck, <i>Organ</i> .....	Raleigh
A.B., Trinity College.	
King, James Joshua, <i>Voice</i> .....	Raleigh
University of Virginia.	
Kyle, William Bryan, <i>Piano</i> .....	Raleigh
Lanneau, Louise Cox, <i>Voice</i> .....	Raleigh
A.B., Meredith College; Cornell University.	
Linkers, Mrs. Flossie May Jones, <i>Voice</i> .....	Raleigh
Lyon, Marcellite Reck, <i>Piano</i> .....	Raleigh
McCullers, Mary Elizabeth, <i>Voice</i> .....	Raleigh
A.B., and Diploma in Piano, Meredith College.	
Malone, Myra Grace, <i>Piano</i> .....	Monticello, Ga.
Marshbanks, Flossie, <i>Voice</i> .....	Raleigh
A.B., Meredith College.	
Medlin, Mary Woodward, <i>Voice</i> .....	Raleigh
Moseley, Albert Meredith, <i>Violin</i> .....	Raleigh
Owens, Henrietta, <i>Voice</i> .....	Raleigh
Plyler, William Edward, <i>Voice</i> .....	Wendell
Privott, Wood, <i>Violin</i> .....	Edenton
Ray, Irma Corinne, <i>Voice</i> .....	Wake Forest
Richardson, Mabel Eureka, <i>Voice</i> .....	Wendell
Royall, Elizabeth, <i>Organ</i> .....	Wake Forest
Diploma in Piano, Meredith College.	
Royster, Margaret Reese, <i>Voice</i> .....	Raleigh
Sams, Willie Mae, <i>Piano</i> .....	Raleigh
Seawell, Edward Carver, <i>Voice</i> .....	Raleigh
Sorrell, Lettie Ethel, <i>Piano</i> .....	Raleigh
Staudt, Frederick William Taylor, <i>Voice</i> .....	Raleigh
Steele, Mary Susan, <i>Voice</i> .....	Raleigh
A.B., Cornell University.	
Talmadge, Arthur Sackett, <i>Violin</i> .....	Toledo, Ohio
Tingen, James Ishmael, <i>Voice</i> .....	Raleigh
Turner, Lillian Elizabeth, <i>Voice</i> .....	Raleigh
Watson, Annie Elizabeth, <i>Voice</i> .....	Fayetteville
Wiggs, Mary Etta, <i>Voice</i> .....	Raleigh
Wiggs, Ruth, <i>Voice</i> .....	Raleigh

Williams, Helen Vane, <i>Voice</i> .....	South Mills
Williams, John Henry, <i>Voice</i> .....	Raleigh
A.B., William Jewell College; Columbia University.	
Wynne, Mary Louise, <i>Voice</i> .....	Raleigh

## Summary

### SENIORS:

Registered for Diploma in Piano.....	2	
Registered for Diploma in Composition.....	1	
Total.....		3

### JUNIORS:

Registered for Diploma in Piano.....	3	
Registered for Diploma in Voice.....	2	
Total.....		5

### SOPHOMORES:

Registered for Diploma in Piano.....	12	
Total.....		12

### FRESHMEN:

Registered for Diploma in Piano.....	46	
Registered for Diploma in Violin.....	2	
Registered for Diploma in Voice.....	2	
Total.....		50

### Total classmen registered in each Department of Music:

Piano .....	63	
Violin .....	2	
Voice .....	4	
Composition .....	1	
Total.....		70

### Irregular students:

Piano .....	4	
Violin .....	1	
Public School Music .....	1	
Total.....		6

### Summary of Students Not in Residence Taking College Music Only

Piano .....	11
Organ .....	3
Violin .....	7
Voice .....	39
	<hr/>
Total.....	60

Students from other Schools taking College Music are as follows:

From College classmen .....	22
From Art .....	2
From the Specials .....	1
From the Sub-freshmen .....	4
	<hr/>
Total .....	29
	<hr/>
Final total .....	165

## Final Summary of Students Taking College Work

Classmen in College .....	170	
Special College .....	11	
Students from other Schools taking one or more courses in the College .....	101	
	<hr/>	282
Classmen in Art .....	10	
Art only .....	6	
Students from other Schools taking work in Art.....	6	
Students from other Schools taking work in Art History....	14	
Students from other Schools electing Art Education.....	9	
	<hr/>	45
Classmen in Music .....	70	
Irregulars in Music .....	6	
College Music only .....	60	
Students from other Schools taking work in College Music..	29	
	<hr/>	165
	<hr/>	
Total.....		492
Deducting students counted in more than one school.....		142
	<hr/>	
Total.....		350

## Summary by States

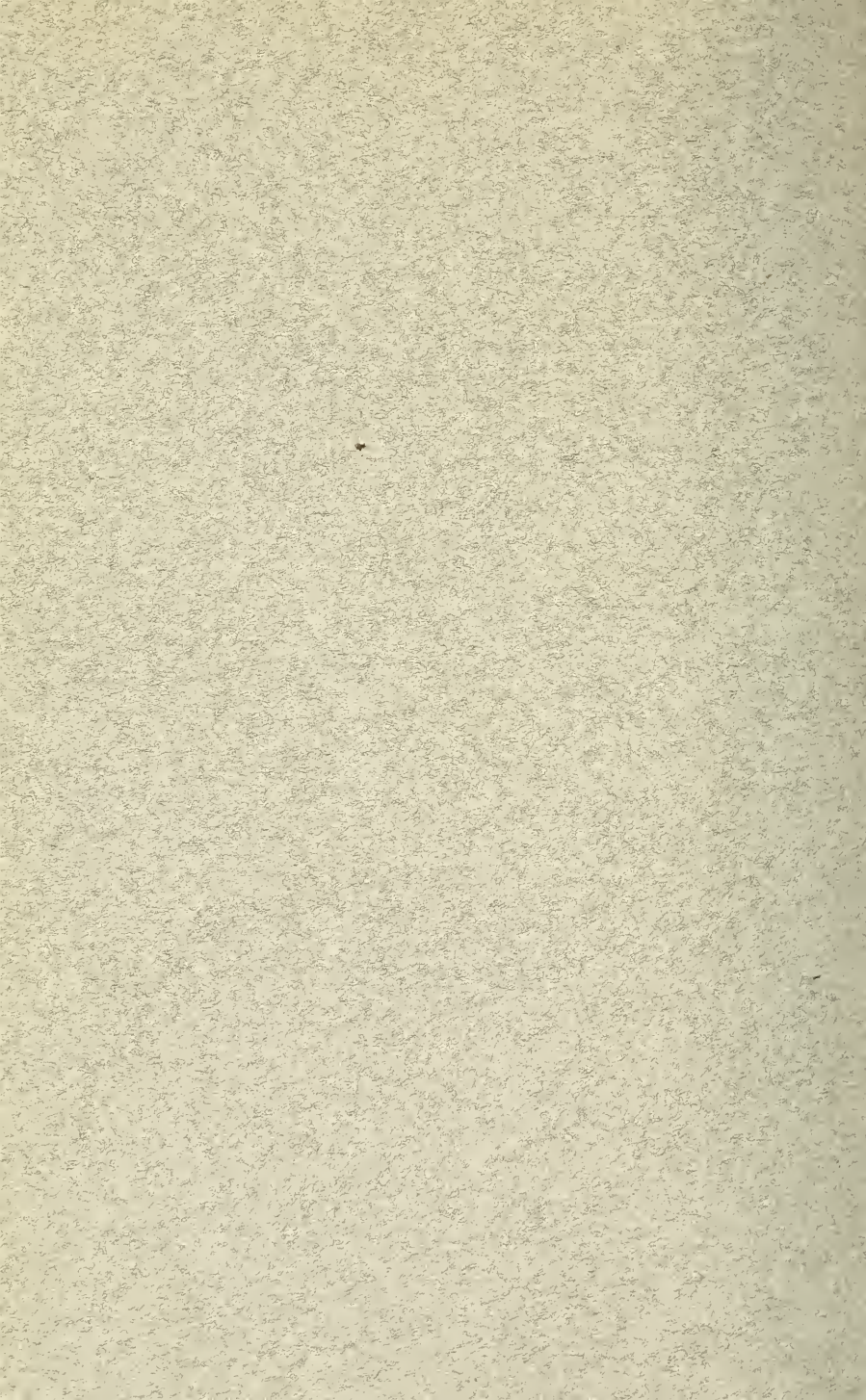
North Carolina .....	333	
Virginia .....	8	
South Carolina .....	3	
Georgia .....	1	
Alabama .....	1	
Ohio .....	1	
China .....	3	
	<hr/>	
Total.....		350











Series 11

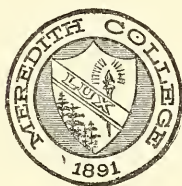
March, 1918

Number 3

# Meredith College

Raleigh, North Carolina

SUPPLEMENT TO  
Quarterly Bulletin  
Catalogue Number



Department of Preparatory Music  
1917-1918

Announcements for 1918-1919

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## \*Faculty of Department of Preparatory Music

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF  
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;  
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

PRINCIPAL—CHILDREN'S CLASSES.

MABEL AUGUSTA BOST,

PUPIL CINCINNATI CONSERVATORY OF MUSIC; GRADUATE OF  
BURROWS KINDERGARTEN SCHOOL.

INSTRUCTOR IN PIANO.

MAE FRANCES GRIMMER,

DIPLOMA IN PIANO, MEREDITH COLLEGE.

INSTRUCTOR IN PIANO.

LEILA NOFFSINGER HORN, Mus.B.,

OBERLIN CONSERVATORY OF MUSIC, OBERLIN, OHIO; GRADUATE IN PIANO AND  
THEORY; PUPIL IN PIANO OF MRS. MAUDE T. DOOLITTLE; IN THEORY  
OF PROF. ARTHUR E. HEACOX; IN ORGAN OF PROF. J. F. ALDERFER.

INSTRUCTOR IN PIANO AND THEORY.

ARTHUR SACKETT TALMADGE,

OBERLIN COLLEGE AND CONSERVATORY OF MUSIC; PUPIL IN VIOLIN OF  
CHARLOTTE RUEGGER.

INSTRUCTOR IN VIOLIN.

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\*Faculty of 1917-1918.





# Preparatory Music Course

## Outline of Piano Course

**First Year:** Arm and hand and wrist foundation work; hand and finger action combined with the proper use of the wrist and arm.

*Scales:* All major scales in one octave, separate hands; arpeggios in major and minor triads, alternating hands, ascending in first position, descending in second position.

*Studies* suggested: Köhler, *Op. 218* and *Op. 163*; Gurlitt, *Op. 197*; Mrs. Virgil, *Melodious Studies*, 2 Books; Duvernoy, *Op. 176*, 2 Books.

*Pieces* suggested: Dennée, *Petite Valse*; Gurlitt, *The Fair*; Neidlinger, *Water Sprites*; Pfeffercorn, *Cradle Song*; Ambrose, *Slumber Song*; Gurlitt, *Song Without Words, Morning Song*; Reinecke, *Evening Peace, Barcarolle, At Sunset, Melody*; Rummel, *Romance*; Rogers, *Courtly Dance*; Thomé, *Remembrance, Cradle Song*.

**Second Year:** *Scales:* Further development of technical work; all major and minor scales, two octaves, one and two notes to M.M. 60; triads and dominant seventh arpeggios, alternating hands.

*Studies* suggested: Köhler, *Op. 242* and *Op. 157*; Burgmüller, *Op. 100*; Gurlitt, *Op. 198*.

*Pieces* suggested: Heller, *L'Avalanche, Curious Story*; Schumann, *Album for the Young*; Gurlitt, *Wanderer's Song*; Lynes, *Rondoletto, Fairy Story, Hunting Song*; Clementi, *Sonatina in C, No. 1*.

**Third Year:** *Scales:* Further development of technical work; all major and minor scales, one, two, and four notes to M.M. 60; triads; dominant and diminished seventh arpeggios.

*Exercises* suggested: Wolff, *Der Kleine Pischna*.

*Studies* suggested: Foote, *First Year Bach*; Foote, *First Year Händel*; Köhler, *Op. 50*; Gaynor, *Pedal Studies*; Heller, *Op. 47*; Brauer, *Op. 15*; Gurlitt, *Op. 146*.

*Sonatinas* by Diabelli, Clementi, Kuhlau, Bertini, and others.

*Pieces* suggested: Mayer, *Butterflies*; Tschalkowsky, *Song of the Lark*; Grieg, *Patriotic Song*; von Wilm, *Drolleries*; Scharwenka, *Barcarolle*; Handrock, *Scherzino, Op. 64*.

**Fourth Year:** *Scales:* Technical work continued; all major and minor scales (harmonic and melodic forms) in four octaves, four notes to M.M. 80, parallel and contrary motion; all arpeggios.

*Exercises* suggested (one book required): Wolff, *Der Kleine Pischna*; L. Plaidy, *Technical Studies*.

*Studies* suggested: Duvernoy, *Op. 120*; Bertini, *Op. 100*; Czerny, *Op. 636*; Jensen, *25 Piano Studies*; Heller, *Op. 45* and *Op. 46*; Gurlitt, *Op. 54*.

Bach, *Little Preludes and Fugues*.

*Sonatas* or *Sonatinas* suggested (one required): Mozart, *Sonata in C Major*; Haydn, *Sonata in C Major*; Beethoven, *Sonata in G Minor*, *Op. 49*; Clementi, *Sonatina in D Major*.

*Pieces* suggested: Händel, *Courante* (Foote); Heller, *Il Penseroso*; Jensen, *Elfin Dance*; Schytte, *Youth and Joy*; Lack, *Cabaletta*; Emery, *Fingertwist*; Chaminade, *Gavotte*; Dennée, *Tarantelle*; Mayer, *Harpsounds*; Grieg, *Album-leaf in A Major* and *in E Minor*.

## Violin

First Year: Correct position of violin and bow; a theoretical and practical knowledge of the first position; all major and minor scales in one octave; various rhythmical and staccato bowings.

*Books* suggested: Hersey, *Modern Violin Method*; de Bériot, *Violin Method*; Laoureux, *Violin Method*.

*Etudes* suggested: Wohlfahrt, *Etudes*; Samie, *Etudes Mignonnes*; St. George, *30 Short Etudes*; Dancla, *One-Octave Exercises*.

*Pieces* suggested: Short pieces by Jean Conte, Bloch, Gustave Stube, Lange, and others.

Second Year: Theoretical and practical knowledge of all the positions; all major and minor scales in two octaves; staccato and saltato bowings.

*Books* suggested: Hrimaly, *Scale Studies*.

*Etudes* suggested: Kayser, *36 Etudes*; Meerts, *Elementary Studies*.

*Concertos* suggested: Seitz, *Pupil's Concertos, G Major, No. 2*.

*Pieces* by Hermann, Bohm, Dancla, Hollander, and others.

## Outline of Class Work

First Year: The staff, clefs, notation, measure, rhythm; steps and half-steps; the formation of intervals; the formation of the major scale, and of major and minor triads; ear training and sight-singing; transposition.

Second Year: Notation; intonation; the diatonic and chromatic half-steps; tonality; the formation of the minor scales; relative keys; simple and compound time; ear training and sight-singing; transposition.

## Primary Music

In addition to the above course, Meredith offers a special course for young children beginning the study of music. The instruction is given principally in classes.

Ear training forms an important part of the work. From the very first lesson the child is taught to listen. Beginning with the recognition of single tones, octaves, intervals, triads, simple rhythms, and melodies, they are led later on to listen for these things. Much musical knowledge is gained through songs and games and stories. A keyboard is used that can be dissected, and notes and musical signs that can be handled. The child is taught to reproduce on the blackboard these notes, signs, tones, rhythms, melodies that he sees and hears.

Technical training is begun at the first lesson in the form of drills, dealing with the relaxation of the body, arm, and hand, and the proper development of the muscles, so necessary to good piano playing. These drills are all given in class and accompanied by music, thus making them pleasing and attractive.

The judgment and reasoning powers are developed by giving principles and having the children work out their own problems as far as possible. Scale and chord building, transposition, easy keyboard harmony are some of the means used in developing these mental faculties.

## Expenses Each Semester

The cost of music tuition in the Preparatory Music Department is as follows:

Piano, primary, first and second preparatory years.....	\$25.00
Piano, third and fourth preparatory years.....	30.00
Violin (if taken under an instructor).....	30.00

## Music Supplies

Music students are expected to deposit a sum of money at the beginning of the session, sufficient to pay for sheet music and music supplies used. A receipt will be given for each deposit, and any unused money will be refunded at the end of the session. Preparatory students should deposit \$2.50. Music supplies will be under the direction of the college, and may be gotten from the secretary at her office hours. No music will be charged to students.

# Students Not in Residence Taking Preparatory Music Only

## Fourth Year

Barnes, Rowlett Elmore, <i>Violin</i> .....	Raleigh
Hicks, Evelyn Virginia, <i>Piano</i> .....	Raleigh
Mattison, Gertrude, <i>Piano</i> .....	Raleigh
Smithwick, Lucy Cora, <i>Violin</i> .....	Louisburg
Wiggs, Rosa Olivia, <i>Piano</i> .....	Raleigh
York, Charles Vance, <i>Violin</i> .....	Raleigh

## Third Year

Birdsong, Margaret Bradley, <i>Piano</i> .....	Raleigh
Hunter, Margaret Eugenia, <i>Piano</i> .....	Raleigh
Lewis, Evelyn, <i>Piano</i> .....	Raleigh
Malone, Ruby Lee, <i>Violin</i> .....	Monticello, Ga.
Moseley, Bedford, <i>Violin</i> .....	Raleigh
O'Donnell, Margaret Mary, <i>Piano</i> .....	Raleigh
O'Kelley, Mary Cutliff, <i>Piano</i> .....	Raleigh
Phelps, Irene Elizabeth, <i>Piano</i> .....	Raleigh
Roberts, Nannie Myrtle, <i>Violin</i> .....	Wendell
Royster, Hubert Ashley, Jr., <i>Piano</i> .....	Raleigh
Royster, Virginia Page, <i>Piano</i> .....	Raleigh
Tooley, Macon, <i>Violin</i> .....	Belhaven
Williams, Catherine, <i>Violin</i> .....	Raleigh

## Second Year

O'Donnell, Katherine Marie, <i>Piano</i> .....	Raleigh
Strother, Margaret Elizabeth, <i>Piano</i> .....	Raleigh
Wiggs, Octavia Norwood, <i>Piano</i> .....	Raleigh

## First Year

Byrum, Gladys Loraine, <i>Piano</i> .....	Raleigh
Goodman, Mabel, <i>Piano</i> .....	Raleigh
Grimes, Jane McBee, <i>Piano</i> .....	Raleigh
Hart, Bessie, <i>Piano</i> .....	Raleigh
Jolly, Susan Estelle, <i>Piano</i> .....	Raleigh

MacCarty, Jean Galbraith, <i>Piano</i> .....	Raleigh
Norris, Landrum Ivey, <i>Piano</i> .....	Raleigh
Sanderford, Helen Laurinda, <i>Piano</i> .....	Raleigh

### Advanced Primary

Albright, Phyllis, <i>Piano</i> .....	Raleigh
Allen, Elizabeth Seagle, <i>Piano</i> .....	Raleigh
Ball, Alice, <i>Piano</i> .....	Raleigh
Brogden, Alice Ball, <i>Piano</i> .....	Raleigh
Belvin, Lily Armstrong, <i>Piano</i> .....	Raleigh
Bretsch, Katherine Madeline, <i>Piano</i> .....	Raleigh
Browne, Annie Hoover, <i>Piano</i> .....	Raleigh
Carter, Katherine McIver, <i>Piano</i> .....	Raleigh
Cole, John Farmer, <i>Piano</i> .....	Raleigh
Dunn, Mary Virginia, <i>Piano</i> .....	Raleigh
Glass, Benjamin, <i>Piano</i> .....	Raleigh
Kichline, Mildred Bachman, <i>Piano</i> .....	Raleigh
Morgan, Elsie Rachel, <i>Piano</i> .....	Raleigh
Morgan, Gladys, <i>Piano</i> .....	Raleigh
Nelson, Charlotte Ruth, <i>Piano</i> .....	Raleigh
Nelson, Mary Walmsley, <i>Piano</i> .....	Raleigh
Parmley, Lemmy Lee, <i>Piano</i> .....	Raleigh
Peebles, Mary Ann, <i>Piano</i> .....	Raleigh
Penny, Virginia, <i>Piano</i> .....	Raleigh
Smith, Charles Lee, Jr., <i>Piano</i> .....	Raleigh
Smith, Marian Bateman, <i>Piano</i> .....	Raleigh
Vaughan, Mary Lee, <i>Piano</i> .....	Raleigh
Ward, Elizabeth, <i>Piano</i> .....	Raleigh
Winston, Alice, <i>Piano</i> .....	Raleigh
Wray, Mary Margaret, <i>Violin</i> .....	Raleigh
Yarbrough, Mary Elizabeth, <i>Piano</i> .....	Raleigh
York, Margaret Louise, <i>Piano</i> .....	Raleigh
Young, Louise, <i>Piano</i> .....	Raleigh

### First Primary

Albright, Robert Mayne, <i>Piano</i> .....	Raleigh
Anderson, Alber, <i>Piano</i> .....	Raleigh
Andrews, Emma Dixon, <i>Piano</i> .....	Raleigh
Crowder, Margaret Moore, <i>Piano</i> .....	Raleigh
Curry, Sidney McLean, <i>Piano</i> .....	Raleigh
Farmer, Elizabeth Louise, <i>Piano</i> .....	Raleigh

Gray, Willa Novella, <i>Piano</i> .....	Raleigh
Grovestein, Julia Omelia, <i>Piano</i> .....	Raleigh
Glass, Gertrude, <i>Piano</i> .....	Raleigh
Kennedy, Elizabeth Sara, <i>Piano</i> .....	Raleigh
Lee, Elizabeth McDonald, <i>Piano</i> .....	Raleigh
O'Donnell, Dorothy Winn, <i>Piano</i> .....	Raleigh
Spingler, Katherine, <i>Piano</i> .....	Raleigh
White, Louise Madeline, <i>Piano</i> .....	Raleigh
White, Ann Wilson, <i>Piano</i> .....	Raleigh
Wynne, Lula, <i>Piano</i> .....	Raleigh
York, Nannie Anderson, <i>Piano</i> .....	Raleigh



## Summary

### Preparatory Music Only:

Fourth year .....	6	
Third year .....	13	
Second year .....	3	
First year .....	8	
	<hr/>	
Total.....		30

### Primary:

Advanced primary .....	28	
First primary .....	17	
	<hr/>	45
		<hr/>
Total.....		75

### Number of students from other Schools taking work in Preparatory Music:

From College classmen .....	16	
From Art .....	2	
From the Specials .....	3	
From Sub-freshmen .....	8	
	<hr/>	29
		<hr/>
Total.....		104

### Summary of students not in residence taking Preparatory Music only:

Piano .....	66	
Violin .....	9	
	<hr/>	
Total.....		75

## Final Summary of Students Taking Preparatory Music

Preparatory Music Only.....	75
Students from other Schools taking work in Preparatory Music.	29
	<hr/>
Total .....	104

## Summary by States

North Carolina .....	103
Georgia .....	1
	<hr/>
Total .....	104







SERIES 11

May, 1918

NUMBER 4

# Meredith College

## Quarterly Bulletin

1917-1918

COMMENCEMENT NUMBER



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# MEREDITH COLLEGE

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MAY, 1918

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## Art Exhibit

The exhibit of the School of Art was made more than usually interesting by the graduate work of Miss Hettie Pickett Farrior of Raleigh in the fine arts department, and the work of Mrs. R. Y. McPherson of the china painting class, who had finished the required work in that department.

Miss Farrior's "Senior Exhibit" was on Friday afternoon, and she was "at home" to many of her friends in the art studio of the Main Building, receiving many congratulations on the variety and excellence of her work. Her senior composition showed an appreciation of atmosphere and a tonal quality which was unusual. Craft work in permadello, normal work and design applied to china, showed ability to use many different mediums successfully.

The work of Mrs. McPherson attracted marked attention, the arrangement of it enhancing the charm. A table set in correct style, from boullion cups through the whole service, was very handsome in gold bands with monogram. Some enameled pieces on teak wood bases, vases, a lamp base in rich design, individual service, plates, and many other articles, all showing Mrs. McPherson's rare finish, made an exhibit of unusual excellence and gave proof of Miss Noble's success as a teacher.

The work of the class at large, and the Normal Class, was productive of many interesting things, and the desire of the head of the school to make art a practical, usable thing was evidenced in the many useful articles made and decorated according to acknowledged beauty principles.

A caricature of Rodin's "Thinker," by Miss Frances Johnston, showed a keen sense of humor and such cleverness as marks the real cartoonist.

The exhibit was not only a pleasing one because of the sound study shown, but it gave much promise for the future, since some of the pupils new this year are more than usually gifted.

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## **Society Evening**

The Astrotekton and Philaretian Literary Societies, according to custom, celebrated the awarding of medals the evening before commencement Sunday. The assembled guests watched with interest the beautiful processional of each society. The spirited calls, which were given by the Philaretians and by the Astrotektons, were greeted with vociferous applause.

Miss Earla Ball, president of the Philaretian Society, spoke a few fitting words of welcome and announced a piano solo by Miss Lettie Howard. A charming trio, sung by Misses Lois Dickson, Ruby White, and Ella Johnson, followed.

Miss May Carter, president of the Astrotekton Society, then announced that the Carter-Upchurch Memorial Medal was won by Miss Carmen Rogers and that the Bowling Memorial Medal was awarded to Miss Annie Brackett. She also introduced Dr. Brewer, who, before presenting the medals, spoke of the relation of the societies to the college. In a few well-chosen words he congratulated Misses Rogers and Brackett.

Miss Royster then awarded the stars and monograms for championship in basket-ball and tennis, and presented the cup for a third time to the Junior team.

After the recessional a most enjoyable reception was held in the society halls.

## **Commencement Sunday**

Dr. William Warren Landrum of Louisville, Ky., preached the baccalaureate sermon Sunday morning in the Tabernacle Church, and the missionary sermon that evening in the First Church. In the morning, after the beautiful anthem, "God So Loved the World," Dr. Landrum read the fifth chapter of Revelation, taking as his text the first verse: "And I saw in the right hand of him that sat on the throne a book written within and on the back side, sealed with seven seals." He spoke of the Revelation as "God's cryptograph," a secret writing full of signs and symbols, yet in its mazes of highly colored language there are found "patches of light"—passages like the fifth chapter, the meaning of which is perfectly clear. There is no mistaking Christ as the key to this book of God's purpose mentioned in the first verse.

God himself is a mystery and a blind force rather to be feared than loved by man until He is interpreted by Christ, who comes to us in the Babe of Bethlehem. The whole system of theology may be condensed into two words, "My Father." Man also, the riddle of the universe, is a mystery as to body, mind, and spirit. In the evolution under divine grace man becomes partaker of the divine nature. The world is a mystery both bad and good. If the universe exists to grow souls, then this is the best possible world for developing that type of character illustrated by Christ, for bringing out the divine side of the human. Salvation is a mystery. Forgiveness is foreign to nature, to law, to one's own conscience. We see God's love through His Son whereby we receive salvation from littleness to largeness, from cowardice to courage. The grave is a mystery out of Christ. The blind, groping hope that if a man die he shall live again finds expression in all the philosophy and religions from Babylon to Britain. Our absolute confidence rests on the teaching and experience of the Saviour. He alone can stand at the side of the grave saying, "I am the Resurrection and the Life."

The message Dr. Landrum brought to his hearers closed in showing the need of the theory of life as presented in Christ. The Bible is a book from God, who is spirit, to man who is spirit, and in it we find the methods whereby His children can carry forth Christ's spirit and continue His ministry.

After so stirring a message, the Hallelujah Chorus, with which the morning services ended, seemed more than usually appropriate.

The scripture lesson for the missionary sermon in the evening was taken from the third chapter of Philippians, the text the verse beginning, "Our citizenship is in heaven." Love of country is close akin to love of God. Patriotism is a form of piety. Dr. Landrum dealt with our obligations to the Kingdom, how we may secure heavenly citizenship, what the Kingdom involves, and the conduct of its citizens. Roman citizenship was secured by birth, by payment of money, as a reward of service. To be enfranchised in the heavenly kingdom, we must be born again. Regeneration is naturalization. The kingdom implies a sovereign. His right to rule rests on His infinite excellence of character. He is a constitutional sovereign. We are not His slaves but have accepted Him freely. Christian faith is personal confidence in a person, not a dogma. The blessings and privileges of the kingdom eye hath not seen, but they are revealed by His Spirit. The kingdom is eternal. It has no change in rulers. The citizenship once gained can never be forfeited. We are heirs of God to an inheritance incorruptible and undefiled. The duties of the citizen of Heaven in the earthly country are manifold. We are here to make the world better to live in, to acquaint those who do not know Him with Christ. We must neither live nor think in a circumscribed fashion. We must think in continents, in decades, in centuries and millenniums. The world is young, not old, and there is much for His children to do before Christ shall deliver up the kingdom to His Father.

## **Class Day**

The Class Day exercises on Monday, May 20th, were especially expressive of the spirit of the times. They clearly showed the influence of the present economic idea of materialistic values. Service was the predominant thought underlying the program. During the processional of the Seniors through the lovely daisy chain our hearts were thrilled as we realized the significance of their simple, soldierly costumes. The customary welcome song, song to the Sophomores and the Sophomore response followed. A new feature of this formal prologue to all class day exercises was a song from the Seniors to their Seniors of 1916.

The play, "With the Colors," was then presented. The first act represented a training camp. The glorious sound of the bugle called the soldier girls to daily duties. A large service flag with twenty-eight stars appropriately formed the background of the scene. In the second act the class history and prophecy were cleverly given. The mascot, the eagle, appeared and, in answer to an appeal from the Seniors, pointed out the world-wide opportunities awaiting them. As each in turn accepted the challenge, she took her place as a star in the service flag. The third act opened with the soldier girls in the midst of preparations for departure.

The reading of the Last Will and Testament further revealed the real spirit of the Class of 1918. Their future hopes and prospects were dedicated to the service of our country. Liberty Bonds to the value of \$200, and a beautiful flag of stars and stripes, were given to Meredith College.

The recession followed the farewell song.

On the campus, instead of the customary planting of the ivy, the Seniors paid a fitting tribute to the flag, about to be raised, with patriotic songs.

The exercises were very gratifying and revealed ability to adapt the talents of the class to the needs of the time.

## The Alumnae

The 1918 meeting of the Alumnae Association was held in the Philaretian Society Hall, which was well filled with representative and interested alumnae.

In giving her report the president, Mrs. Simms, made a plea for greater coöperation, and urged the Association to undertake some definite work for Meredith, both to help the college and to more closely unite the alumnae with each other and to their Alma Mater.

Upon recommendation of Mrs. Squires, chairman of the nominating committee, the officers for the ensuing year were elected as follows: Mrs. R. N. Simms, president; Mrs. Wade Gallant, vice-president; Miss Lois Johnson, recording secretary; Mrs. W. L. Wyatt, corresponding secretary; Miss Leonita Denmark, treasurer; Miss Vivian Betts, chairman Meredith Clubs; Miss Ella Thompson, secretary Meredith Clubs.

The class of 1918 was received and welcomed, and the 1908 class reunion recognized.

On motion of Miss Emily Boyd, there followed a roll call of the alumnae by classes—those present from each class standing and giving their names as their year was called. There were representatives from every class but two.

Words of greeting read from absent members gave interesting glimpses of the varied activities in which many of our number are now engaged. Among these might be mentioned especially the letters from Misses Blanche Barrus and Bessie Lane, now students in the Woman's Medical College of Philadelphia, effectively bringing before us the unprecedented conditions now obtaining in the medical world and the vital necessity for women to enter this all-important profession.

Reports from various committees followed.

Miss Mary Lynch Johnson made a most enthusiastic talk on what other Alumnae Associations have done for their colleges.



She had investigated twenty colleges. Many helpful suggestions were given that made the girls want to do much more for Meredith.

As an appropriate sequence to this, Miss Flossie Marshbanks reported for a committee previously appointed, laying before the Association a plan for definite work. The members most enthusiastically adopted the suggestion to raise, during the next four years, \$25,000 for endowing a chair at Meredith. She reported that the General Education Board would pay about 29 per cent of this amount, and that the college classes had agreed to contribute to this fund the \$800 in Liberty Bonds raised for the college during the year. Members from each class with a general chairman were elected to take charge of the work.

Mrs. Seymour of Apex reported Liberty Bonds and War Stamps bought for Meredith to the amount of \$265.

The admirable work of Miss Hattie Herring, chairman of a committee appointed to confer with the trustees during the year in regard to an alumna on the board, resulted in a communication from that body to the effect that an alumna member was to be considered and favorably recommended to the Convention. In response to their request, the Association recommended Mrs. J. S. Everett of Greenville (Margaret Shields, 1902). Later, the trustees having decided to fill another vacancy with an alumna also, the Association recommended Miss Bertha Carroll (1913). Both of these representatives were approved by the Board. Miss Carroll, living in Raleigh, will be a member of the Executive Committee and attend its frequent meetings.

Miss S. E. Young, our dearly loved teacher, back for commencement, was most warmly welcomed, and responded in a few well chosen words.

After the business the members enjoyed a delightful tea in the Astrotekton Hall. The decorations were baskets of Dorothy Perkins roses and ferns, the tea table being most attractive. Miss Annie Jones and Mrs. Will Wyatt presided here, with the officers of the class of 1918 assisting them.



## The Annual Concert

As usual, the Annual Concert given on Monday, May 20th, proved a great success. The program, consisting of nine numbers, offered unusual variety.

The concert began with an intermède by Chaminade, the foremost French woman composer. The executants, Miss Lucy Penelope Jones and Miss Nona Moore, did the delightful composition entire justice. The next piano number was a group of short pieces, Sgambati's "Veccio Minuet" and the "Spinning Song" from the Flying Dutchman, successfully rendered by Miss Ethel Lettie Sorrell. Another number taken from the same opera, "Senta's Ballad," and beautifully set for the piano by Liszt, was played in a masterly fashion by Miss Susan Effie Brown. Miss Minnie Nash delighted the audience with Debussy's wonderful "Claire de Lune," played with great delicacy of touch and deep poetic feeling. She also showed herself an accomplished pianist in Chopin's "Great Polonaise" in B flat minor.

The Vocal Department was represented by three numbers, the first of which was Rachmaninoff's weird "O Thou Billowy Harvest Fields," rendered with fine understanding by Mrs. Edgar Melton Hall. Always a favorite with the Meredith public, Mr. J. J. King's beautiful voice was greatly appreciated in the aria, "It is Enough," from Mendelssohn's "Elijah." Sickness of two of its members reduced the accompanying quartet in "Lovely Appear" from Gounod's Redemption to a duet: Miss Mabel Bost and Mr. J. J. King. However, this combination, together with piano and organ accompaniment, was very beautiful and gave the soloist, Miss Ruby White, ample chance to display her beautiful voice. One organ number, "Chorale and Prayer" from the "Gothic Suite" by Boellman, played by Miss Myrtle Heinzerling, met with great success. The program closed with Meredith's brilliant anthem, "Arise and Shine," sung with fire and good ensemble by the Meredith choir; Misses Ella Johnson and Ruby White, soloists.

## **Graduation Day**

The commencement exercises of Meredith College were held in the college auditorium at 10:30 on Tuesday, May 21st. After the academic procession of the graduating class, the trustees and faculty, "A Mighty Fortress is Our God" was sung, and Dr. Poteat of Wake Forest gave the invocation. After an anthem, "Holy, Holy, Holy," by the college choir, Dr. Brewer introduced as speaker of the day, Dr. Paul Shorey, professor of Greek at the University of Chicago.

Dr. Shorey gave an interesting and timely address on "The American Language." He gave first several amusing examples of the way in which American slang puzzles foreigners. He showed that slang was literary in its origin, coming from such writers as George Ade and O. Henry, and spreading because of its appeal to the common tastes and interests of the great American middle class. He remarked on the fact that we like slang because it is often vigorous and picturesque, and we feel that it is democratic and opposed to pedantry. The disadvantages, however, lie in the fact that those who speak only American slang cannot speak or understand the English language. That brings about a dangerous lowering of standards in education, literature, and public speaking. Dr. Shorey went on then in a more serious vein to speak of the danger to our language in the German language, a menace, he felt, not fully appreciated by his audience. Because of the ambition of the Germans for world dominion and their efforts to make German supplant English even in America, he stated his belief that for the present no German should be taught in the schools except that necessary for business, technical, and scholarly purposes. Too long America has been a slave to German scholarship. There is no reason why a man should not change his language when he changes his citizenship. A diversity of languages is a source of weakness to any country, but the menace of the German language at this time is unusually great.

After the address came the presentation of diplomas and conferring of degrees by Dr. Brewer. Miss Vernie Scarborough Eddins received a junior diploma in the A.B. course and Miss Rose Martin in the B.S. course. Miss Ruth Trippe received a diploma in Public School Music and Miss Vivian Floy Blackstock, Miss Susan Effie Brown, Miss Lettie Jean Howard, and Miss Minnie Nash received diplomas in Piano. Miss Hettie Pickett Farrior received a diploma in Art. Miss Beulah Mae Bailey and Miss Harriet Stewart Beasley received the degree of Bachelor of Science.

The following received the degree of Bachelor of Arts: Miss Mary Boshamer Ashcraft, Miss Helen Byrd Aydlett, Miss Earla Ravenscroft Ball, Miss Annie Laura Brackett, Miss Ellen Dozier Brewer, Miss Abscilla Albania Bunch, Miss May Bryan Carter, Miss Jeannette Lamina Current, Miss Myrtle Louise Heinzerling, Miss Janie Olivia Lyon, Miss Essie Martin, Miss Katharine Matthews, Miss Annie Williams Mercer, Miss Irene Modelle Mullen, Miss Annie Mabelle Nall, Miss Mary Law Norwood, Miss Grace Carleton Olive, Miss Myra Vivian Olive, Miss Ethel Mae Parker, Miss Carmen Lou Rogers, and Miss Bessie Stanton.

Dr. Brewer in his address to the graduating class said that the diplomas related both to the past and future, as they bore testimony to the work completed and were a challenge to undertake yet greater tasks in the future. He spoke of the service needed from the young women of the country at this critical time.

Dr. I. M. Mercer, pastor of the First Baptist Church, Thomasville, presented a Bible to each member of the graduating class as the last and best gift of the college.

Mr. W. N. Jones, president of the Board of Trustees, said that the college year had been successful, that the enrollment had been nearly as large as last year in spite of the abolition of the academy, and that the expenses for the year had been met. He spoke in appreciation of the service given to the college by

Miss Smith and of the regret felt by all that she was severing her connection with the college. He announced the fact that the trustees had elected two *alumnæ* trustees—Mrs. Margaret Shields Everett and Miss Bertha Carroll.

The exercises were concluded by the singing of the “Alma Mater.”

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## Baccalaureate Address

BY DR. CHARLES E. BREWER

I congratulate you most heartily, young ladies. You are receiving a testimonial that has been *won*—won by diligent effort for these years.

Your diploma is related both to the past and to the future. It is a record bearing eloquent testimony to the faithful work that culminates here on this auspicious day. For the future it is a challenge to you to undertake even greater tasks. Utilizing the vantage already acquired you are expected to go on to yet more notable achievements. Only in this way can you fulfill the promise of this hour and reach your destiny.

It has been but a brief span since you entered upon the course that is concluded with this occasion. Your life has not been so secluded nor your path so sequestered that you have not been aware of the momentous changes going on in the world around you. You need not be told that the life without is far different from that which you left four years ago—a variation that is remarkable not only for the qualities presented, but for the extent to which it has gone. Our whole life has been modified by the world cataclysm through which the nations are passing. Our farming is for the purpose of feeding our soldiers and our allies. Our factories are run primarily to furnish munitions of war. Our transportation lines give first consideration to our men and their equipment. Our financial agencies are everywhere coöperating loyally to make available all the resources

of the country. These new conditions have produced marked effects upon the home, the school, the office, the Government.

Some of the changes in the home will be novel, may be, but none the less interesting and wholesome. White-flour bread, you will discover, has taken wings and has flown across the waters, and in its place other products, decidedly off color sometimes, but up to standard in nutrition, have been adopted. Dress will need to be simpler in order to comport with the khaki the soldiers are wearing and to be in harmony with the feelings of those who are lonesome or anxious. The knitting needle has returned after years of comparative inaction to give employment to untiring fingers and comfort to exposed bodies. In addition to the usual activities of the home come the service of the Red Cross and the various committees coöperating with the Government, with the result that one woman is called upon to do the work of two. Thrift in the home may not be a necessity; it is certainly no meaningless fad, it is a positive force, and in proportion as it is applied are we realizing our power for constructive work. Thrift and economy, I remind you, operate both directly and indirectly—they turn into the treasury of the Government a ceaseless stream of money to invest, and at the same time release materials and labor from employment that is of incidental value to be used in those that are of paramount importance.

You have watched with interest the developments in the realm of government. There has always been a question whether or not a democracy could measure up to an autocracy in efficiency. With pride we have seen the ship of state clear for action, rubbish taken away, ornaments safely deposited in the hold or thrown overboard, authority given and responsibility located—all of this with a speed, a precision, and an unanimity that have given confidence to our people and our allies and are sending consternation to our enemies. The gathering of men and munitions has been a task of incalculable proportions. But the other side of it must have impressed you also. The unification of our



people in the enterprise, the vanishing of sectionalism, the revelation of an heroic and sacrificial spirit in those who were considered soft or sordid, the adaptability of our Government to changed conditions and the response given to it even when venturing on new and untried expedients, the growth of sentiment for liberty for the individual the world over and the recognition of the right of nations, great and small, for self-determination—these are achievements truly marvelous and epoch-making. The ability to make such adjustments augurs well for the future of the nation.

You have discovered that schools also not only reflect the spirit of the times, but do much to foster it and to shape public sentiment. Schools are centers of population; they are at the same time centers of intelligence. They are more than all of this—they are centers of impulses, with connections in every part of the state and country through faculty and students, and an influence felt at the center is easily and quickly communicated to each individual constituent at home and all who can be reached through this agency. For this reason appeals have been made in uncalculated numbers and for almost every conceivable purpose to help meet the emergencies of the hour. We have been called on to coöperate by precept and example. Other institutions have had a similar experience. You go out thoroughly imbued with this spirit, if I know your temper, to become heralds for conservation, for thrift, for all the enterprises proposed by the Government, and to demonstrate the fact that its confidence in you was not misplaced.

The world is well agreed that the cause of this awful struggle is the attitude of the German leaders toward the moral issues involved. "Might makes right," they say. "The State can do no wrong" is a tenet they dare maintain. They jeer at the idea that states may expect ever to perpetuate themselves except by force, and they glorify war, counting it not only necessary and justifiable, but in reality desirable to preserve manhood and save it from decay. These ideas are promulgated by their

schools, which are barren of the spirit of Jesus Christ, and therefore are not Christian in our meaning of the term. The moral from such a situation is self-evident. The antidote for German Kultur is the Christian religion. Contrary to the German idea, we believe with President King, of Oberlin College, that "Education and religion should be so interwoven that each becomes a part of the other." Dr. Hadley says, "To produce character, education must call to her assistance religion." Theodore Roosevelt puts it still more strongly when he says, "To educate a man in mind and not in morals is to educate a menace to society."

Meredith College was founded for the very purpose of bringing together education and religion. Holding unswervingly to a high standard of scholarship, it has at the same time recognized the fact that learning is safe and constructive only when melowered by the religion of Jesus Christ and consecrated to His service.

You go out from such an environment. It is gratifying to reflect that each of you is a Christian, and those who know you best do not for a moment doubt that you will give yourself in unselfish devotion to principles enunciated by our Lord and exemplified in His matchless life. To do this in a concrete way you will minister in the interests of the higher life to those about you and coöperate with church and school and community, for He has said, "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."

Be thankful you live in such an era. Be thankful for the very excesses of burdens and responsibilities it brings. Keep a stout heart, an unflinching eye, an unwavering faith. The world needs you. We pray God's richest blessings on you as you go forth to meet the tasks.



**Faculty Notes**

Raleigh, N. C.

There have been several changes in the faculty this year. Miss Mary Shannon Smith, for several years head of the Department of History and Education, has resigned to pursue special studies. Her place has not yet been filled.

Miss Helen Hull Law, Professor of Latin and Greek, is away on leave of absence to accept a fellowship at the University of Chicago. Miss May Allen of Oberlin College will supply for her.

Professor J. H. Williams, head of the Science Department, is now in military service. Professor J. G. Boomhour, who previously held this position for several years, succeeds Professor Williams.

Misses Lydia May Boswell and Laura W. Bailey, of the Department of Home Economics, have resigned. Their places have not yet been filled.

Miss Effie Landers, Professor of French, is succeeded by Miss Winifred T. Moore, A.B. Judson College, M.A. Columbia University. Miss Moore has spent two and one-half years in Europe studying under private tutors and at leading universities.

Miss Lois Johnson succeeds Miss Mary S. Steele as teacher of Freshman English, Miss Steele having leave of absence to study at Cornell University.

Miss Mary Lynch Johnson, A.B. Meredith College, succeeds Miss Lois Johnson as instructor in Sub-Freshman English.

The Music Faculty loses Misses Catharine Williams, Mary McCullers, and Bessie A. Knapp, whose successors have not yet been secured.

Miss Bessie Boggess, having resigned as Dietitian, is succeeded by Miss Frances Welch, graduate of the Battle Creek Sanatorium.

Miss Mattie Wood Osborne, Dietitian of the Club, has resigned, but her successor has not been elected.

Miss Marguerite Higgs, A.B. Meredith College and graduate of Simmons College, succeeds Miss Louise Richardson as Librarian.













